OUR HOME and FAMILY

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OUR HOME AND FAMILY

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Our Home and Family

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Preface

Our Home and Family is organized on the basis of the needs, interests, and abilities of the pupil. It aims to develop appreciation and understanding of the ideals of worthy home membership through the study of home living.

The material covers one or two semesters' work. By omitting some parts, the book can be adjusted to a one-semester course. By including more lessons and making wider use of "Things to do in class" and "Things to do at home," the content is adequate for a two-semester course. The learning units are broken up into problems, each of which covers a lesson for one day.

Our Home and Family has been written simply. The few technical terms with which pupils in home living classes must become familiar are explained when they are introduced in the text.

This is one of a series of three books, entitled *Our Food, Our Clothing,* and *Our Home and Family*. Each book is complete within its particular area; the entire series presents a balanced introductory program in home economics.

The authors appreciate the assistance of colleagues and friends in the preparation of this volume.

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OUR HOME
AND
FAMILY

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1

Growing in Our Family

Most people in our own country live in family groups. The same is also true of the people who live in other countries. If we were able by some magic to look in turn at families in Iceland, Sweden, Mexico, Brazil, the Philippines, and this country, we would find each concerned with problems of food, shelter, and clothing for the family and with the care of children and the happiness of the family group. Either the father or the mother or both would be found teaching their children to talk, to walk, and to help by doing some simple task in the home. Differences would be seen among the foods of the homes in various lands, but in each case the meal would be one that would be enjoyed by the family. Although the homes would be different, we would find that each provides shelter of some sort for the family members. The understandings held important might differ in some ways, but each would help the children of that land to adjust to his daily life.

1. *In what ways does our family explain us to ourselves and to others?*

Since we begin in a family and continue in a family, it is expected that we are shaped by our family in many ways. If the question "Who are you?" were asked of one of our class members, her reply would indicate some of these ways. When the question is first put to one of us, the natural reply is somewhat like this: "Oh, I am Sarah Lee Duncan. My father is a lawyer. We live on Leonard Street. I have two sisters and a baby brother. My grandfather is the judge at the Courthouse. I am thirteen years old and this is my horse Pronto."

E. R. Squibb & Sons

"I am Sarah Lee Duncan and this is my horse Pronto."

Almost without thinking we present our family as the basis for explaining who and what we are. We even include our pets as family members. We tell the generations of our family that are still living in the community almost as directly as is done in the old song:

There is old Sam Simons
And young Sam Simons
And young Sam Simons' son,
And young Sam Simons
Will be Sam Simons
When old Sam Simons's gone. . . .

We know that one generation follows another in this order. We like to hear our mother or our grandmother tell of the days when she was a little girl. Perhaps then we ask, "And what was it like when *your* grandmother was little, and *her* grandmother too?" We hear stories of great-great-grandmother's courage when the Indians came to her home and tales of the bravery of some more remote ancestor in Revolutionary days. As we listen we may think of our family as a stream that flows on and on, through time.

The part of our family that we will know best in days to come is that life which comes in the span of our father, mother, sisters, and brothers—our own days. It is right that we should try to learn about the others of our family—what they looked like, what they thought, and how they lived. It will help us understand ourselves.

Certain things about us were determined before we were born because of what we inherited from our parents, our grandparents, our great-grandparents, and so on back. All have shared in creating the bank of physical characteristics from which the combination that is each of us was drawn. Our hair is yellow, black, or red because of our family heritage. It is straight and smooth like the strings in a harp or a mass of waving curls for the same reason. Our skin is fair or dark, our nose is short or long, our fingers short and thick or long and tapering, because

Massie—Missouri Resources Div.

Certain differences cannot be canceled. Sex, color of hair, and kind of hair are among these.

that part of each of us reflects some qualities of our ancestors. Even our height, within certain limits, is governed by the fact that we are our own selves and that our ancestors were of a certain stature.

Knowing this, it becomes easy when we are told how very tall we are or how very short we are to answer as did the little elf. He was asked, one time,

> Why he was so small,
> And why he didn't grow.
> He slightly frowned, and with his eye
> He looked me through and through.

"I'm quite as big for me," said he,
"As you are big for you."[1]

There is some evidence that not only our physical characteristics but also certain mental ones are inherited, such as musical or mechanical skill and ability to learn.

"Who are you?" is a more complicated question than it first appeared and should be given more consideration. We must place ourselves in relation to our family as the beginning of the answer.

TO DO IN CLASS

1. Make a list of your ancestors up to your grandparents.
2. Note physical characteristics, such as brown or blue eyes, curly hair, and short or tall body build, that appear in a number of your family members including your grandparents. Select one characteristic and put a check by those persons that have it.
3. What other characteristics are said to appear frequently in your mother's family? In your father's family? Do you or any of your sisters and brothers have any of these characteristics?
4. Name any of your family members who are talented in art or music. Are there evidences that such abilities are inherited from generation to generation?

2. What has made us what we are?

We have seen that the basis or the beginning of our real selves lies in our family heritage. But important as this is, we surely realize that it is only part of the story. We are as we are today partly because of our mental and physical growth. Perhaps it is hard for us to remember a time when we were any different. It may be that we think of ourselves as being the same now as we were when we entered school. No doubt our mothers or grandmothers have a collection of snapshots that will help us to see what part growth has had in making us as we are now. As we look at these photographs, we may smile at the big-eyed baby looking at things in wonder and chuckle over the toddler intent on pulling a flower to pieces. We may even remember, as we see the picture of the little girl starting off to school, how lonely we were that first day we went to the schoolhouse. Those days seem far away now. They have been pushed back by our growth, which makes us different as the years go by.

[1] John Kendrick Bangs, "The Little Elf." Reprinted by permission of the publisher, Appleton-Century-Crofts, Inc., New York.

Right: Photo by Edstam

"When I was one, I had just begun. . . . When I was three, I was hardly me."

The steps in our growth and our sense of the importance of the present year may be like that of Anne Darlington, who looked back over her life at the age of six:

> When I was one,
> I had just begun.
> When I was two,
> I was nearly new.
> When I was three,
> I was hardly me.
> When I was four,
> I was not much more.
> When I was five,
> I was just alive.
> But now I am six, I am clever as clever,
> I think I'll be six now forever and ever.[1]

Of course no one would want to be six or even sixteen "forever and ever," but we will find that whatever stage of growth we are in seems right and normal.

The growth that has changed us from a round and plump baby to our present size and shape, making us as we are now, has required certain things. The food we eat, the exercise and the rest we take, and the care we give our body, all help to determine what we are like and are

[1] A. A. Milne, "The End," *Now We Are Six*, E. P. Dutton and Company, New York.

going to be like. The thin, poorly nourished girl who does not give her body the food it needs, either because food is lacking or because her food habits are poor, stunts herself. She becomes less sturdy than her heritage would provide.

Food, rest, play, and proper care of the body—all leading to growth—have helped make us as we are. However, this is not all. Our real selves are partly determined by all that we may have seen and felt in the world about us. We are shaped, in part, by the physical world about us and, in part, by the people we know and the ideas and ideals they accept. Edwin Markham, one of the well-loved American poets, wrote of Lincoln, describing the influence of the world about him—his physical environment—upon this great man in these words:

> The color of the ground was in him, the red earth;
> The smack and tang of elemental things:
> The rectitude and patience of the cliff;
> The good will of the rain that loves all leaves;
> The friendly welcome of the wayside well;
> The courage of the bird that dares the sea;
> The gladness of the wind that shakes the corn;
> The pity of the snow that hides all scars;
> The secrecy of streams that make their way
> Under the mountains to the rifted rock;
> The tolerance and equity of light
> That gives as freely to the shrinking flower
> As to the great oak flaring to the wind.[1]

The home, the school, the church, and the community all share in providing us with what is sometimes termed our social environment. Some, but not all, of this comes from the people with whom we have personal contact. Some, but not all, comes from our impersonal contact with the world about us, as we come to know it through newspapers, music, radio programs, television, and many other ways.

Our social growth and development are quite as important in making us ourselves as is our physical development. Our parents and other family members have surrounded us with affection and have given us a sense of being needed and belonging to a close family circle. They have given us opportunity to share in ever widening experiences with ideas, people, and things. As little babies we valued things by how they felt in our mouths. Now we have grown to appreciate that many articles

[1] Edwin Markham, "Lincoln, the Man of the People," *Lincoln and Other Poems*, Doubleday and Company, New York.

U. S. D. A. photo by Pace

Food, rest, play, alertness, and enthusiasm all contribute to our capacity for zestful living.

have values that cannot be known by taste. We now appreciate and enjoy mental and social activities made available to us through mind, memory, and affections. Thus the social environment that helps to make us as we are is largely determined by our family life. From our family comes the basis for what we are and many of the influences that direct our growth. More than school, church, or community, our family life determines what we become.

TO DO IN CLASS

1. List those things and experiences that a city child might have which a rural child might not; that a rural child might have which a city child might not.

2. Explain how each of these children might be influenced by these things and experiences.

3. List ways in which family members may help to establish good social attitudes and ideals.

4. Talk with a school principal, a pastor, or some other community leader to find out the ways in which your community tries to establish a good social environment.

3. How are we *influenced* by our *family*?

We have just learned that among the things that make us as we are, the family life we share is perhaps the strongest. We should now understand the different ways in which we are influenced by our family. It may be difficult to know just where to start. Suppose we consider first the influence that our family life has had on our standard of living. To a large extent, we regard as "necessary" that which we have become used to in our childhood. If we were daughters of a Welsh coal miner, the standard of living in our family would be very simple. We would not have a comfortable house heated by a furnace, a motor car for trips, nor could we go to the movies every week. These would be entirely beyond what was possible for our family. If we were daughters of Kansas or Nebraska farm parents or of most of the parents in our country we would not include hand-woven draperies, Oriental rugs, or a big car driven by a chauffeur among things we must have. Telephones, automobiles, vacation trips, and other conveniences and pleasures are so familiar to many in family living that they seem to be "must haves" instead of being merely "would like to haves."

Another way in which our family influences us is in the use of the English language. If our family is from the South, our speech is what is called "Southern." If our father and mother came from some foreign country, our speech may show words and phrases not common to the English language. If our family members have been careless in their speech, we will find it difficult to free ourselves from the "ain'ts," the "have wents," and the "gits."

The manners and customs which we hold as right are those that our family call good. If these are such as are common in the community, we can find that our home training is a help to us. On the other hand, even simple acts, such as eating soup, greeting an acquaintance, and introducing a friend, become difficult and trying if our manners and customs differ from those of the community.

Our religion and our religious beliefs are for the most part determined by our family. One girl may say that her family "has been Catholic ever since the Church was established"; another may say her family "has always been Scotch Presbyterian." In each case the family has passed on its religious beliefs to its members. This does not mean that our religious faith will not change as we grow in years. It means that within the framework of the creed of the church we know best in our childhood we will usually find the space required for our broadening understanding of what religion means and the help it affords. Much the same is true about political beliefs. We often hear some heated argument about politics backed by the statement, "Well, my father says ——." Religious and political beliefs accepted when we are children are usually so strong that they tend to remain unquestioned no matter what later experiences may be.

Our friends are often largely determined by our family. When children we were most often with children of our mother's friends. Later we knew the boys and girls of our father's associates. Neighborhood picnics and church festivals tend to keep us in the circle of family friends. There is something pleasant in the thought "Her grandfather knew my grandfather" or "His mother and my mother were in school together." Through the years the families seem to belong together.

Our character is largely influenced by our families. By character we mean all of the moral traits that each person has which so determine his behavior that it can be predicted. In a recent scientific investigation, the five character traits held as representative traits in the study of character were honesty, responsibility, loyalty, moral courage, and friendliness or kindness. A little child learns early the difference between "mine and thine" by reward and punishment and by the imitation of others in the family. Thus he becomes grounded in the concept of honesty held by his family. Somewhat later, through the same channels, he learns concepts of responsibility and loyalty. Every day, in every way, he is stimulated by the family to grow or withdraw in friendliness and kindness, his development in this line, too, being directed by rewards and punishment and by the imitation of family members.

Moral courage is established as a character trait only when a person has accepted ideals and principles regarding honesty, loyalty, responsibility, and friendliness for his guidance and has developed a conscience to hold him to his ideals. Further, he must be developed to the point where he can identify and understand these principles and ideals and apply them to new situations as well as to familiar ones. If the older

family members manifest moral courage and strive to encourage its development in the children, its establishment as a character is fostered. If honesty, responsibility, loyalty, moral courage, and kindness mean more to our family than making money, acquiring land or goods, or obtaining comforts, we are fortunate. Our own ideas of those things that matter most in life cannot help but be colored by the ideas of our family. If our family believes in living within its means, which is an evidence of honesty, we are influenced away from lavish spending for show and display. If our family has good teamwork in the doing of its tasks, we will know something more about responsibility and cooperation than how to spell the words. The satisfaction and pleasant relationships that come from working together will be matters of true worth to us. Knowing that our family believes in us and loves us gives us a feeling of belonging and being valued, which is highly important to our happiness and helps us be friendly to others.

If our father and mother work for the good of the community, earnestly and thoughtfully, we know that such duties are important. From them we have lessons in being a good citizen that make a far greater impression than any amount of flowery talk by speakers. If our father and mother in living together express mutual affection, generous loyalty, and loving consideration, we may learn more of the meaning of love than we could get from volumes of silly love stories. On the other hand, it may be that we have seen one person in our family spoil the happiness of all the members for an afternoon or evening by jealousy, selfishness, or fits of temper. Such experiences are distressing and should make us more critical of our own demands and moods and more eager to share as good family members.

TO DO IN CLASS

1. List the churches to which your grandparents went, and those to which your family members go. To what extent does family influence appear?
2. Name one or more customs of your family that have come from the family of one of your parents.
3. Describe two families that have widely different ideas about the spending of money. In what ways have the children's ideas been influenced?
4. List the number of your close friends whose parents are close friends of your parents.

4. How can we share in shaping our own selves?

If we were stones instead of persons, there would be no expectation that we would share in shaping our own fate. The piece broken from a granite boulder or a marble cliff rests where it has fallen until washed downstream by the force of floodwaters. The rock would be worn by the force of the stream or be resistent to it, depending on the character of the formation from which it had broken away and the force of the current. Its composition and its environment would be the determining factors in what happened to it in the years and decades ahead. Such is not the case with us or with other persons. Each of us has certain powers of direction over our own life, regardless of our heredity or our physical and social environments, and each of us has a responsibility for that power.

The power of shaping one's life varies with persons. In some, it is very strong; in others, weak. Often people fail to take hold of their lives as they know they should because they fear the responsibility of making choices or of being held to them. Such people make the childish mistake of attempting to avoid responsibility by avoiding action. Still others are so eager to please someone, perhaps a father, a mother, or a chum, that they accept the standards of others, perhaps those in their class at school, as their own. They may even accept a plan for a life work, such as being a teacher or a lawyer, when the plan is not interesting to them. "Mother always wanted to teach" or "Father always wanted to practice law" is the explanation offered. Little or no satisfaction comes from such attempts to let other people carry our responsibility for building our own lives.

How shall we go about making our life? Perhaps the best way to start is to accept those things about ourselves that we cannot change. Whether we are born girls or boys a large part of the pattern of our lives is set up for us by the facts of our beginning. We may have red hair or brown, blue eyes or hazel; and that is that. Do you remember James Whitcomb Riley's statement about the weather?

> When the Lord sends rain
> Why rain's my choice.

That is the spirit in which each of us should accept our personal characteristics that cannot be changed.

We should look at ourselves honestly and frankly—not just our physical selves but at the way our minds work, the way we behave in this group or that, and the kind of hopes and dreams we have. We may find it hard to figure out which of many selves is our real selves. We are told that some of us have as many selves as there are groups of people about whom we care. If each of these selves has a lot in common with the others, it is not hard to plan and work to bring them into unity and thus become a whole person. If there are wide differences between what we are like in one group and what we are like in others, then we may find it hard to "get ourselves together" so that all of us seems to be going one way. Sometimes we seem like a long column of small fractions rather than a round whole number. Our happiness today and tomorrow depends largely upon the extent to which we each are a "whole person" with a strong sense of direction and a hearty enthusiasm for a chosen path. If we each are able to be the *same person* with this group or that, day after day, we shall shape our lives toward unity, character strength, and personal satisfaction.

Broad sympathies and worthy desires do not come to us by chance or as gifts. They are a part of our growing up and are largely dependent on our own efforts. Others may help us and encourage us, but the main job is ours. We can be successful in it, not by talking about how we ought to behave but by holding ourselves day by day to the best and most mature behavior we know.

It is ours to widen our hearts and raise high our souls. Although others may help, no one else can do this for us. We can do this, not by talking about how we ought to behave, but in holding ourselves day by day to the best behavior we know. We will find each of the five character traits can be translated into a pattern for daily living to guide us. For example:

Honesty means to be truthful, to respect the property of others, to be free from deception and cheating, and to be fair and straightforward.

Responsibility means ability and willingness to meet one's obligations, to carry through tasks one has been assigned or has assumed. It means being punctual, thorough, dependable, and reliable.

Loyalty means to be true, constant, and faithful to those to whom we feel such fidelity is due, as our families, our friends, our church, our school, and our country.

Friendliness means to feel kindly to one's classmates and associates, to respect and esteem all people as having worth and to desire to be helpful rather than hurtful in all one's contacts.

Moral courage means that one does as well as he knows, despite the opposition of others. If we can hold ourselves to high standards of honesty, responsibility, loyalty, and friendliness, day by day, we will shape ourselves to good characters. Next, we should strive to develop our consciences so they may serve as our guides in matters of right and wrong. Then if we follow their "leads," we will gain new powers. Not long thereafter we should understand the principles that direct us in our search for a good life and have courage to be guided by them in meeting new situations and new problems.

Helping to shape ourselves to be *real people*—the people we would like to be—is a large order. A well-known author summarizes what it means in these words:

> This involves the whole process of healthful living, from holding great faiths about life's meaning to enjoying varied hobbies and recreations that diversify life's interest. Great convictions to live by, great resources to live from, the love of nature, the companionship of books, the nurture of friendship, the fine uses of play, the satisfaction of an unashamed conscience—such factors enter into a life that keeps its savor.[1]

We might add that a person so shaped would be well fitted to contribute richly to family and community living.

TO DO IN CLASS

1. Write a paragraph describing your personal characteristics that you know you cannot change.
2. List ways in which you have seen a person change when with two or more groups of friends or acquaintances who were sharply different.
3. Name three ways in which you might change yourself advantageously.
4. Define the terms *dishonesty* and *disloyalty*.
5. Describe the person, real or imaginary, that you would like to be when you are grown-up.

5. What responsibilities do parents have to their family?

The father and mother have certain definite responsibilities for the physical well-being of their family. They must provide shelter that will

[1] Harry Emerson Fosdick, *On Being a Real Person*, Harper and Brothers, New York, 1943, pp. 208–209.

keep the family safe from cold rain, driving snow, biting wind, and scorching sun. They must also provide security from prowlers who may try to enter; privacy for rest and sleep; space for play, reading, and other social activities of the family; and means for keeping persons and their clothing clean. They must provide for the food needs of the family, either through home production or by purchase at the market. The family must be kept clothed, warm, and clean. If medical care or nursing care is needed, it must be provided. If dental care is required, it too becomes something the parents must provide. All these responsibilities have to do with the health and physical security of the family members.

The money necessary to insure the family's physical well-being is commonly provided by the father's earnings. What he does as a farmer, a merchant, a mechanic, a teacher, or a lawyer brings in the income that provides the food, shelter, and clothing for the family group.

There is a certain strain about earning the living that is more difficult perhaps than the labor itself. The farmer must know what to plant and when and where, and also when to buy and sell, if his labors are to bring the money to buy the things his family needs. The merchant must know whether prices of articles he sells are going up or down, what people will want, and who may safely be allowed to have charge accounts. The automobile mechanic must know how to locate the parts of a car that are out of order and how to repair any car that may be brought to him.

Any occupation a father may follow presents many problems. He has pleasant contacts and some that are not pleasant. He cannot always consider what he himself would like to do but must think of what will be best for his family. Sometimes the money the father earns is not enough to meet the family's needs, and so the mother also becomes a wage earner. For the most part, the mother has the responsibility for spending the money so it will yield the food, the shelter, the clothing, the cleanliness, the happiness, and the health needs of the family.

The mother must know the basis for happy family living; what constitutes desirable housing; what foods we should have, what are standards of quality for them, how to provide them on the money she has for food; how the food can be prepared so as to be interesting and attractive; what can be done with the leftovers so that no food will be wasted; how to care for all the utensils, dishes, silver, and linen used in preparing and serving the food; how to plan her time so that she can get everything done; how to give home care to the sick; how to clean the house, take care of the laundry, and perform a long list of other jobs we haven't time to consider here. Some of her jobs are routine, some are specific,

occurring less frequently. Some are exacting, some are not. In her work, as with the father's, there is stress and strain. Some contacts are pleasant and some unpleasant. Both the father and the mother have heavy responsibilities to make sure that our health and physical well-being are assured by all possible safeguards.

Next, the parents must provide a home environment in which the family members are happy and secure. It must be one that will make each member feel appreciated and loved for what he is and what he may become. This is necessary if the emotional needs of the family members are to be met and if their children are to live happily and serenely.

The parents have the responsibility of helping their children acquire the means of communication with each other and with their neighbors. That is, they must help them to learn to talk. If the parents themselves speak with precision, this will be reflected in the children's speech. If the father or the mother uses a strange mixture of oaths and "ain'ts" in speaking, some of these will show up in the children's talk.

They have the further responsibility of establishing the pattern of acceptable social conduct for their household, and, in a way, for the community. If they are thoughtful, courteous, and polite in their treatment of other family members, their action will speak louder than many commands of, "Now be polite." Their ability to be happy and poised despite minor irritations of life sets a desirable pattern of behavior for their children.

Parents have the responsibility of stimulating and helping the intellectual growth of their children. This may be shown in the provision of a study nook or a desk in a bedroom where one may study without interruption. It may be shown by the willingness to give needed help for a tough problem or by interest and pride in the child's progress as reported on a grade card. When mother encourages her daughter to try in the home kitchen a cake recipe made at school or when father takes a group of junior high school pupils to see cars go down the line in an assembly plant, there is evidence of concern that desirable experiences be available to increase skills and understandings.

Parents have the responsibility of building a wholesome attitude toward work in their children. If such an attitude is lacking a child will miss one of the basic satisfactions in life. He will be without one of the essentials for effective living. Personal accomplishment far above the average is shown by the ability to start a task with confidence, to carry it on with understanding and enjoyment, and to complete it promptly with skill and with pride in workmanship. Lack of such ability leads to

Equitable Life Insurance Company of the United States

First lessons in many lines are taught by Mother, even while she is carrying on the work of the home.

frustrations and failures. Respect for work and workers and appreciation of the satisfactions of work are built by the experiences of children in the home.

Parents have the further responsibility of giving the first and most effective lessons in democracy. Through family living the children come to recognize and respect their own rights and the rights of others. They learn to hold other people in esteem and to seek some way other than combat to settle differences of opinion and conflicting desires. As parents help their children feel that *ours* is more important than *mine,* we will have people who are able to cooperate in our larger social group of community, state, and nation.

Another responsibility of parents is that of providing their children with recreational experiences through which they may grow to be interesting and creative persons. Reading aloud to a young child may lead to a love of books; listening to the *Nut Cracker Suite* through records or radio may stimulate enjoyment in music; and just "whittling," with

kindly suggestions from dad about holding the knife, may lead to a hobby in wood carving.

The parents have a responsibility in helping their children to an understanding of satisfying family relations in the home. They may help them to see that the capacity to care for persons deeply and the ability to express such affection are both important. Knowledge that the father loves the mother, respects her work, and tells her so may help a son avoid contempt for women and prevent a daughter from holding a smoldering resentment against men.

A. Devaney, Inc., N. Y.

A good report of school progress is satisfying to parent and child alike.

Perhaps the greatest responsibility parents have is that of assuring that their children grow to be real people, of good character—honest, loyal, responsible, friendly, and courageous. Character is largely learned behavior, at first taught through approval or disapproval of parents expressed by word or act, and later, by imitation of the parents. From "Pick up your blocks, that's a good girl" one may learn something of responsibility. From the cheery greeting to the milkman, day after day, one may learn something of friendliness expressed in words. From experience with fairness and truthfulness in small matters the child comes to regard these as part of the standard accepted by his family, and hence as matters to which he owes loyalty.

TO DO IN CLASS

1. Make a list of the occupations of the fathers of several of your friends. How much time does each of them spend going to work, on the job, and returning from work?
2. Describe some activity you enjoy with your father; with your mother. Why do you enjoy these?
3. Report two or more experiences you have had that added to your respect for other people's property.
4. List responsibilities for you that your parents meet themselves. List those which they meet by asking the help of specialists.

6. What responsibilities do children have as good family members?

The children, as well as the father and mother, have responsibilities for family living. On first thought this may seem strange. We look at a toddler trying to step his way about the room. We wonder what his responsibility can be and how he can possibly carry it. We see a schoolgirl step out of her home where there are many jobs to be done and hear her call back, "Well, I don't want to help with the dishes tonight—tell Susie to do them." We wonder who ought to do the dishes and what the sister's attitude should be toward Susie. Of course the toddler cannot be held responsible for sharing the dishwashing, doing the laundry, or earning money to support the family. We judge his conduct quite differently than we do that of his older sister. The responsibilities of children differ with their ages.

Both the toddler and the schoolgirl can help by lessening the amount of work to be done. If the toddler has learned to pick up his toys and put them on the cupboard shelf or back in the toy box, he is sharing in the responsibility of lessening the work of keeping the house in order. If the schoolgirl picks up her clothes from the bedroom floor when she dresses and undresses and if she cleans up the bathroom after using it, she is carrying her responsibility of helping keep the house in order.

As the children grow from toddlers to school age and then to adults, they have increasing responsibilities for the work of the home. Some of these will be most interesting, some will not. The children learn many things from both kinds of tasks. They find that skill reduces the time required for a task, that those who do not do their share are not popular, that there is satisfaction in doing a job well, and that working together counts. They learn the joy of doing something for someone they love and of being appreciated for what they have done.

What the child's share in the work of the home will be varies with the age of the child—from the task of feeding the goldfish or the canary done by the four-year-old, to the difficult task of canning and preserving food for the year sometimes done by the schoolgirl, or the task of caring for the floors and woodwork assumed by a schoolboy.

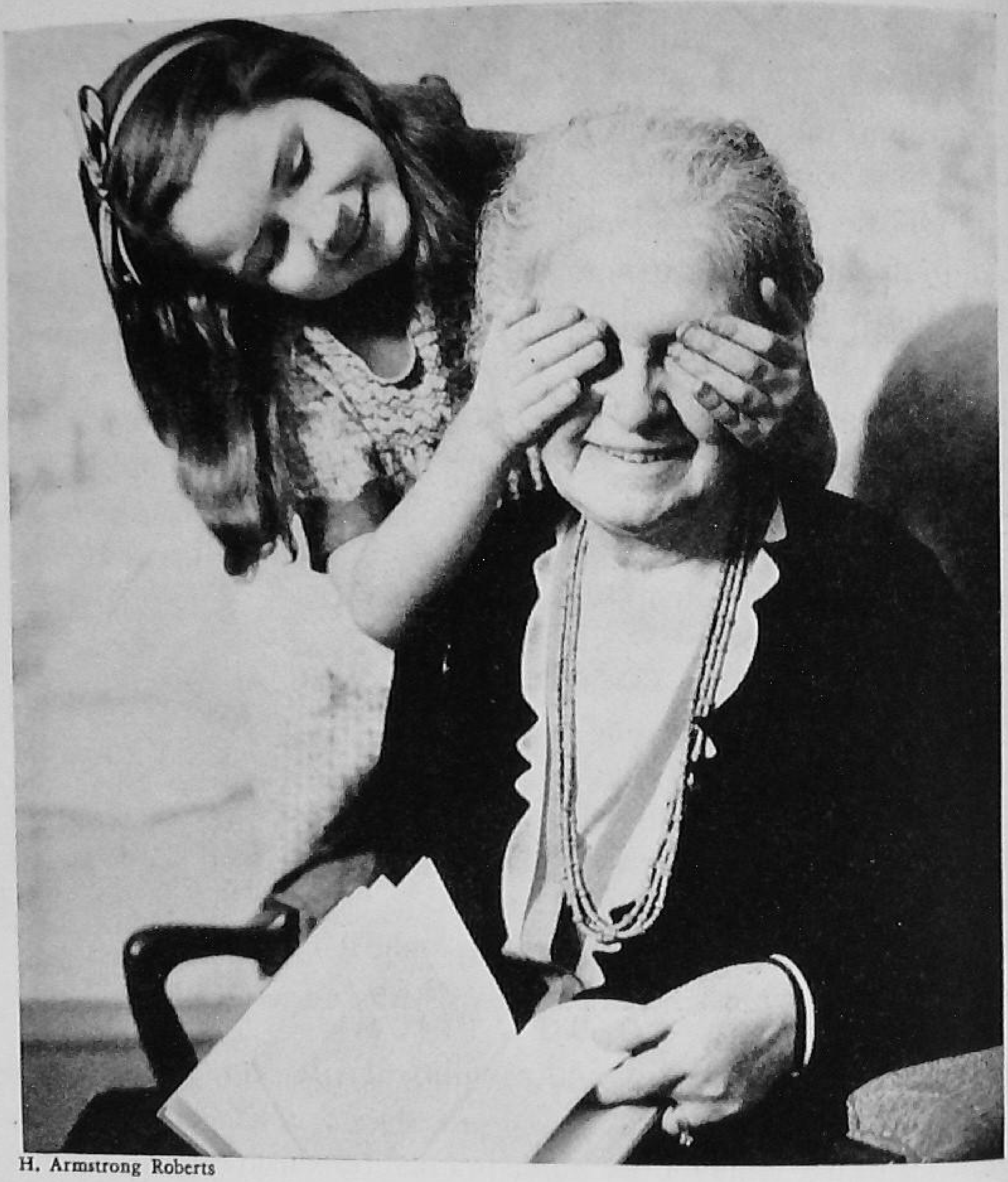
Sometimes situations arise that make it necessary for the children to carry extra responsibilities for their families. A mother's illness may throw the care of young children on the oldest daughter; a father's death may put part of the burden of family support on the high school son. The sense of a great family need has brought to some children an

Corning Glass Works

Working together to make the family party festive extends the fun.

acceptance of responsibility and a willingness for continued unselfish effort.

Sharing in the work of the home is a real responsibility, but there are others, equally important, in which the children share. They have an obligation to keep the family "a going concern." Families are established in "love for love." Each child should use his or her capacity for love fully and freely in developing and strengthening the bonds of affection that encircle the family. The children as well as the parents can make family life warmer and brighter by sharing their interests, enthusiasms, and affections. They can help each other by giving generous recognition of fine personal qualities and sincere efforts. Through shared comradeship, each may add to, rather than subtract from, the security of the family group. A good family member assumes her responsibilities cheerfully. She does not have to be driven or coaxed to carry her share of the work. She does her task without whining or pouting. There is something about cheerfulness that is contagious, so the good cheer and the sense of pleasure in work spreads from her to her younger brothers and sisters and to her parents.



H. Armstrong Roberts

A good family member is willing to share her thoughts, her enthusiasms, and her affections freely with the members of her family. Comradeship and courage are gifts of the young as well as of the old.

A girl who is a good family member has respect for what is hers. She values the good name of the family, its standing in the community, and its traditions and ideals. The regard in which she holds her family does not mean that she will talk about her ancestors "coming over on the *Mayflower*." Rather it means that she finds a challenge to reason and to ability in the record of the long years during which members of her family have lived good lives and have served their communities, bringing regard to the family's name. The name may not appear in *Who's Who* nor in the registry of noblemen, but it may have records of achievement and stories of courage and kindness that make each person eager to bring added respect to her family.

She and the other children of the family have the responsibility of being loyal to the members of their family and to the traditions and ideals important to the family. This does not mean that there can never be a change in even the details of these loyalties, but that the changes made will be based on an understanding of the ideals and what they mean to the other family members.

Last but not least, the children have the responsibility of becoming worthy persons, fitted, someday, to share in founding a new family. Day by day they build themselves a little more this way or that way. They may become more patient, more kind, more self-controlled, and more responsible—or just the opposite. The family wants the best for its children and is eager that each accept his responsibility to become a person of character, able to live and serve well.

TO DO IN CLASS

1. Make a list of your responsibilities in your home:
   (a) for work (b) for good cheer
2. Add other responsibilities that you could assume.
3. Choose a high school pupil whom you consider a good family member. Write a brief description of him or her.
4. Indicate how he or she measures up to the standards presented here.

TO DO AT HOME

1. Decide what qualities you need to foster in yourself to become a better family member. Make a plan for your procedure in developing one or more of these traits, and follow it for a given time.
2. Decide what responsibilities you might carry as a good family member. Assume these responsibilities and note the effect on you and others in your family.
3. Write a paragraph about a character in a book or movie whom you believe you would enjoy as a member of your family.

2

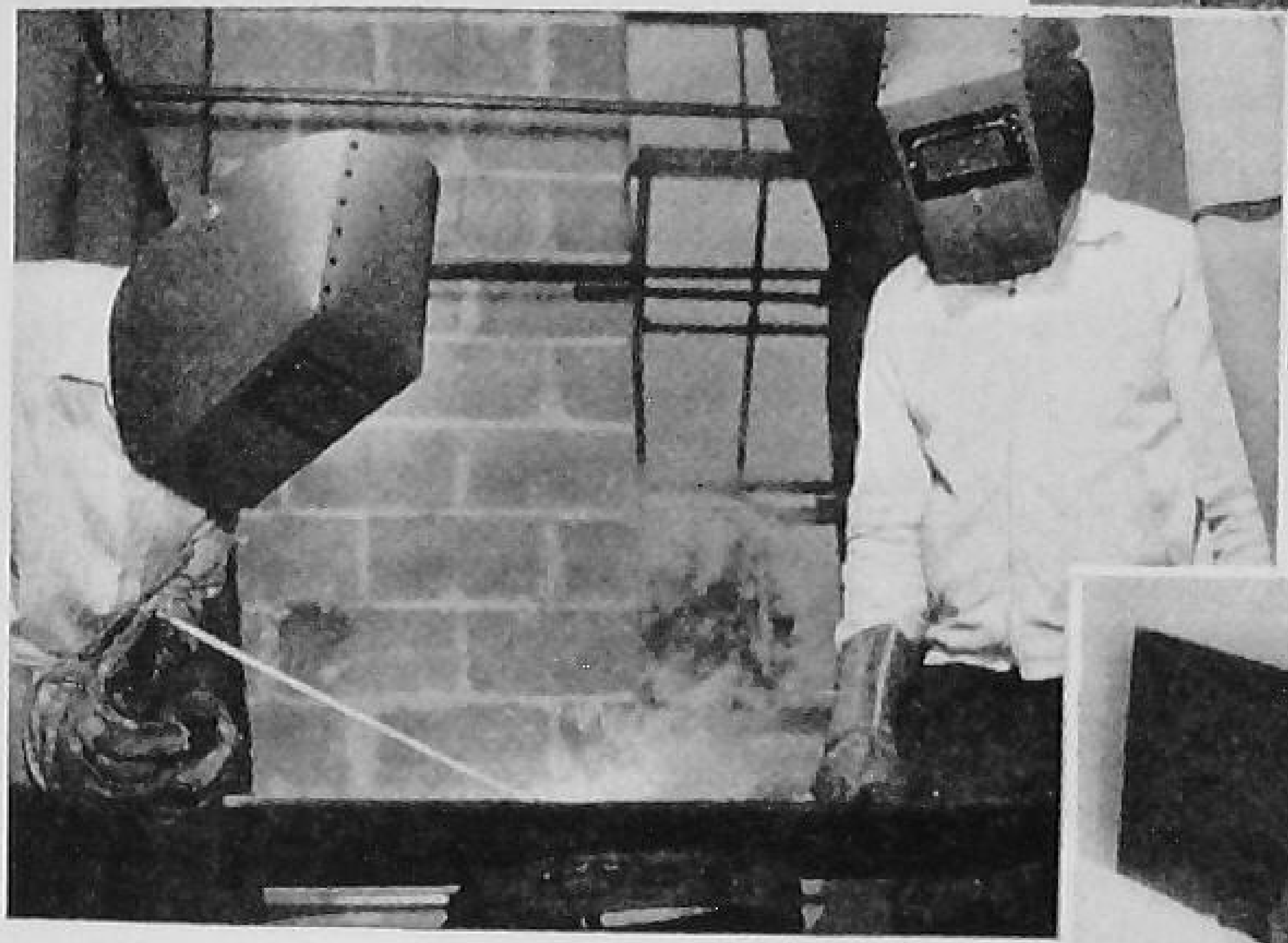
The Family's Money

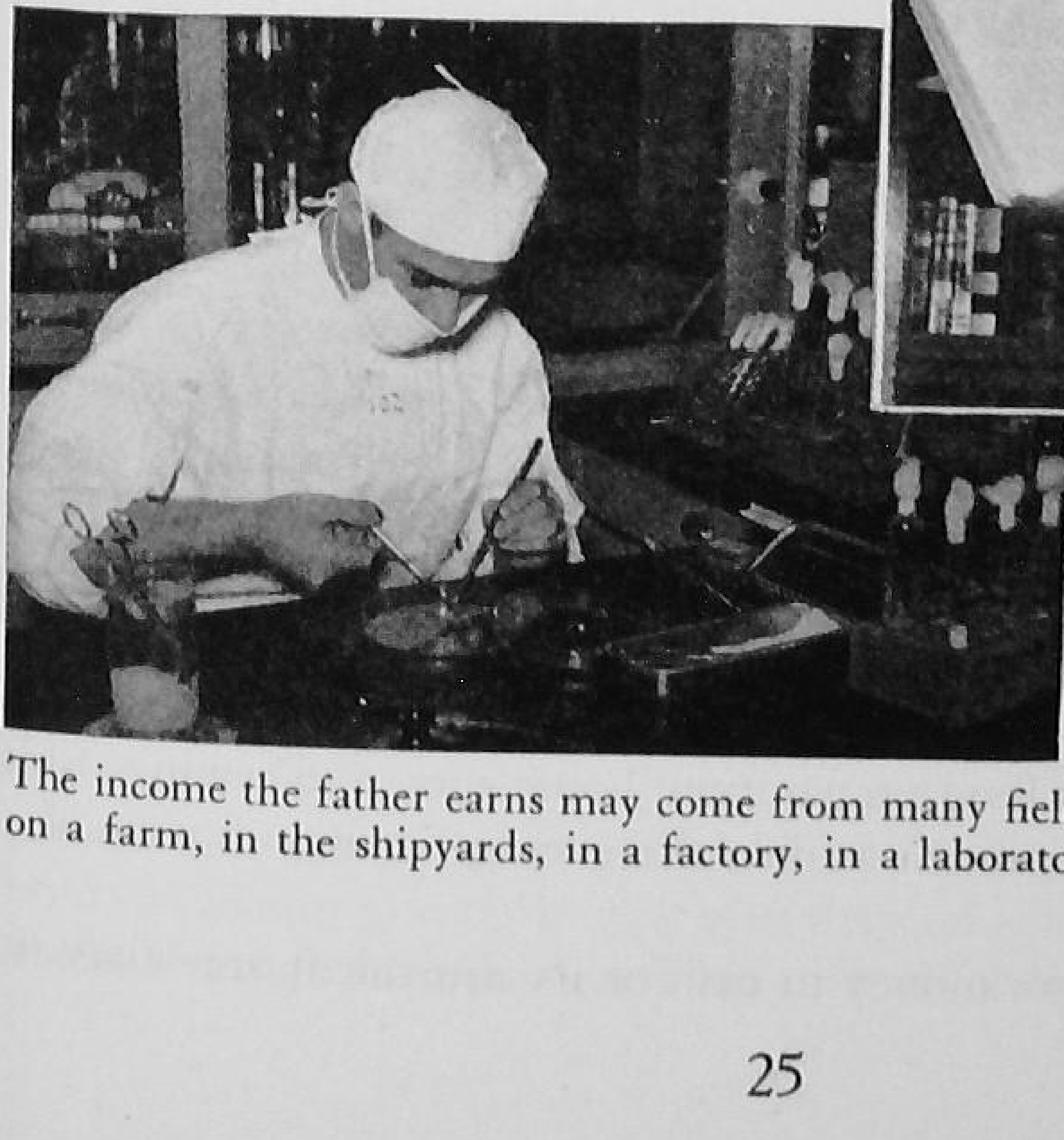
Long, long ago there was no such thing as money. People bartered or traded what they had plenty of for what they lacked and needed. The man who was successful at trapping animals traded skins for grain which someone else had harvested, and the man who had a dog or a pony he did not need traded it for shells to sew on his belt and feathers to decorate his headdress. Later, certain things that were desirable, scarce, uniform, and easily counted out and divided into parts came to be used in buying and selling. In this way the use of money was begun.

Many things have been used as money. In Burma, lead is used; in Siam, cowrie shells; in certain sections of Africa, beads; and, as we know, the early settlers in this country used the wampum or shells that served the Indians as their money. Now we are interested in our family's money—where it comes from, how we use it, and what we get for it. We know that money can be used to buy things we want and things we need. We know that sometimes there isn't enough for all our wants and needs.

1. Where does the family get its money?

Fairy stories we read as children told of many strange and wonderful ways, always easy, by which people got money. A rub or two of Aladdin's lamp brought him the riches of kings; a fish, grateful that it was thrown back into the sea, gave wealth to the kind fisherman; and the "good sister" found pieces of gold falling from her mouth when she spoke. In real life, there is no such easy way of getting money. In most cases, someone must work hard to get money for the family's needs.





Caterpillar Tractor Company; U. S. Public Health Service; The Philip Lesly Co. (bottom right)

The income the father earns may come from many fields of work. He may work on a farm, in the shipyards, in a factory, in a laboratory, or as a music teacher.

Usually the father is the family member who is the wage earner. He may follow any one of many occupations to earn money for his family. If we were to make a list of the occupations men follow in our community to earn money for their families, it would be long and varied. Doctors, lawyers, merchants, and teachers; engineers, chemists, and technicians; plumbers, mechanics, and factory workers; farmers, dairymen, and bus drivers—all might be included. Their salaries or wages differ widely.

Sometimes the money the father earns is not enough for the family's needs. Then the other members of the family may also work for wages and contribute their earnings to the family's money. In some homes, the full-time or part-time employment of the mother outside the home serves to increase the money available for family needs. If there are small children in the home, the mother is needed at home so badly that her employment outside is not wise if other provisions can be made.

Some families have as investments money which was earned by their members in other years or perhaps money inherited from the grandparents or other relatives. From the investments of such funds in land, buildings, or other property rent is received. The rent collected then becomes part of the family's money. Some families invest their savings in stocks and bonds which bring an annual return in cash. Such returns, like rent, serve to increase the amount of money the family receives.

The sale of goods produced by the family is also a source of money for it. Most farm families find this the main source of their money. The goods raised may be corn, cotton, turnips, tomatoes, pigs, or pecans. It may have required the work of the father alone, or the work of father, mother, and children. The money return for crops raised is not always a fair return for the labor spent. Droughts, floods, or an oversupply of the products raised may all lower the money the family receives for the goods it raises. Many families raise food for their own use. No money is received for this, but having the food on hand means less money needs to be spent. This frees money for other purposes so that the family's money is really extended by home production of green vegetables, chickens, and milk. The doing of the regular work of the home by family members also in effect stretches the family's money. The mother's daily work, such as food preparation, house care, and sewing, adds to the family's living as much as does the average money income of a wage earner.

Sources of the family's money in cash or its equivalent are salary or

Hm21

H. Armstrong Roberts; Dietetics as a Profession, published by American Dietetics Association; Woman's Home Companion (bottom left)

Mothers may add to the family income in jobs such as these: *top left,* personnel worker; *top right,* hospital dietitian; *bottom left,* food editor; *bottom right,* home economics teacher.

wages; rents and returns on investments; crops and animals sold; food raised for home use; and home production, such as the canning, quick-freezing, and baking of foods and the making of clothing.

TO DO IN CLASS

1. Select ten or twelve of your friends and list the occupations of their fathers and those of the mothers, if employed. How many have the same occupation? How many different occupations are listed?

2. Write down sources of your family's money. How many sources do you have? How many persons in your family help earn the family's money? How does your family compare with other families in these items?

3. Explain why two families whose fathers have the same salary or wages do not always have the same amount of money.

4. Name ways by which children can add to the family's money; to home production. How do these ways of adding to the family income differ for farm children and for city children?

2. For what is the family's money spent?

For what is the family's money spent? If we were to ask our mother this question she might reply, as she offered us a freshly baked cookie and a glass of milk, "Much of it must go for *food*." Perhaps she might tell us that the amount spent for food for each person in our family averaged sixty cents to eighty cents each day. If we checked the food that our family purchased during the past week, we would see that much of the family's money was spent for food.

Money must be spent for *housing*. If the family does not own the house or apartment in which it lives, part of its money must be paid out in rent. If the family owns its home, part of the money must go to pay taxes on the property and to keep it in repair. As much as 15 to 20 per cent of every dollar of the money belonging to the average American family often goes for housing.

Part of the family's money must go for *clothing*. It is hard to say just what share clothing will take. So much depends upon the interests and habits of the family and upon the location of the home. Usually, if the family's money is not enough to go around for all its needs and wants, the members try to spend less on clothing than they had first expected.

The expenses of *household maintenance* take part of the family's money. Under this head we would list the expense of light and heat for the house, fuel for the cook stove, ice or electricity for the refrigerator,

laundry, and maintenance of equipment and supplies for cleaning the house and for personal toilet use. These expenses vary with families. Carelessness may make these costs so large that they take money that might yield more satisfaction spent in some other way.

The *automobile* requires some of the family's money. The amount depends upon the kind of car, its age and condition, and the extent to which it is used—which in turn may depend on legal limitations or restrictions. Gasoline, oil, tires, and repairs all must be paid for from the family's money. It is very easy for the auto to take more than its rightful share; other transportation costs also will need to be met.

Every family spends money on *health, recreation,* and *education.* Expenses for health include such items as straightening teeth, operations, inoculations, vaccinations, annual health examinations, physicians' calls, and prescriptions when necessary. Expenses for recreation include the cost of the family vacation, money spent for picture shows and memberships in organizations, and for other means for family fun. Money spent for education is greater in some families than it is in others. It may cover only the cost of schoolbooks, pencil and paper, and music lessons for the schoolgirl; it may cover the expenses for education in college or in a professional school, or for other advanced specialized training.

Some of the family's money is spent to support the church, the Community Chest, the Red Cross, the Girl Scouts, a camp for girls or boys, and other organizations in which the family is interested.

Money is also needed for personal expenses. Some families provide allowances to cover definite needs of each member, and some money is set aside for savings. Money may be saved to provide life insurance, to buy a home, to provide for the education of children, or to assure income in old age or in the event of the wage earner's death.

Some money must go for *taxes* to support the city, state, and federal governments. The amount spent in taxes mounts to new high levels when the country is at war or when there is talk of war. The cost of raising and maintaining armed forces for our protection and of supplying materials to our allies must all be met by increased taxes and from savings put into war bonds. Workers may also be required to pay social security taxes to provide unemployment benefits, old-age benefits, and survivors' benefits for their widows and minor children.

TO DO IN CLASS

1. Talk with your parents and find out how much your family spent last month for different items, such as shelter, food, clothing, automobile, education, and recreation. For what items was the most money spent?

2. Give the differences in family spending among families you know.

3. Name the expenditures of your family that are operating expenses.

4. List the various kinds of taxes paid by your family this year. What part of the income did the total taxes take?

3. What influences the family's spending?

We have seen that the family's money goes to provide food, shelter, and clothing for the family members; to cover the operating expenses of the household; to provide for the health, recreation, and education of family members; to support the church or other organizations in which the family is interested; and for savings. Now we are interested to find out what influences the family's spending among these items. Why does one family spend much for shelter and little for education, and another spend little for shelter and much for education?

Perhaps the first thing that influences the family's spending is the amount of money it has to spend. If the amount is too small to provide for all the family's needs, then some of these will receive little. If there is only enough money for actual needs, the family cannot live in a large house and wear expensive clothing. Its spending must be simple. If the amount of money provides liberally for all the family's needs, then the spending may be freer.

The size of the family, the age of its members, and the state of their health all influence the family's spending. The size of the family directly affects its spending. If there are six people to be supported on $200 per month, more money must be spent for food, shelter, and clothing than would be necessary if there were only three in the family. When more money is spent for food, shelter, and clothing, less remains for education, recreation, health, and savings.

The age of the family members affects the family spending more than is usually realized. It costs much more to feed, clothe, educate, and provide recreation for a schoolgirl or schoolboy than it does to meet the same needs for a two-year-old child or an aged grandmother. If a family of five has three members in high school or college, it may find it difficult to make any saving during the years of their going to school.

The state of health of the family members also influences the family's spending. If one member has a sudden illness requiring an operation, the cost may be so great as to limit all other spending of the family for some time. In some families, some member, perhaps the mother or father, suffers from a long illness which requires frequent attention from

a physician and possibly expensive treatments. The family's spending is influenced by this situation. The other members cheerfully trim their own wants to provide for the needs of the person dear to them.

The family's standard of living influences its spending. If the family takes it for granted that a vacation trip for all is to be expected; that the family car should be traded in each year; that the house should have new furniture frequently to bring it "up to the minute," its scale of living may lead to extravagance and overspending. If a family's standard of living is simple and sensible, the family spending will be simple and sensible.

Of course, the ideals and interests of the family and the activities it enjoys influence its spending. If the family members enjoy music and books, they try to see that these are provided. If they enjoy gardening, they want money spent for bulbs, plants, and seeds. If they are interested in antiques, some money is spent for things that another family would regard as "rubbish." If the family is interested in community organizations, money will be spent to support the Camp Fire Girls, the Boy Scouts, the church, the community library, and other organizations important in good community life. We will spend money to obtain those things which we believe to be important to a good life.

If the family is closely knit and all its members feel secure in the deep love and affection and "togetherness" of the group, no one member will demand unwisely or unfairly the family resources. The joy of being together and of sharing will help each to think in terms of *us* rather than *me* and to feel rich with only limited material goods.

Family spending is influenced by the spending habits of friends and acquaintances. We may have said to our mother, "Well, I don't care, *all* the other girls have new party dresses (or something else) and I think I should too!" Such a demand shows the effect the spending habits of others can have on the way our family spends its money. If we stop to consider matters thoughtfully, we prefer to have what is best for *our* family determine our spending habits.

TO DO IN CLASS

1. In one column write three things that your family has purchased during the past week or month. In another, write the reasons why each purchase was made. Compare these reasons to see what influenced your family to purchase these things.

2. Give examples that show the extent to which you or your family may or may not be influenced by others in your spending.

3. Describe an incident that shows the meaning of the saying "Money burns her fingers."

4. Why should the family plan its spending?

Perhaps as we read the question above we are thinking, "We don't have to plan to spend! Spending is *easy*. Saving is what takes planning." If spending were just getting rid of money, surely that could be done without any planning or effort. There is something more than this to the family's spending. There are several people in the family to be supported. The money must serve the real needs of the family and not just the passing whims of one or two members. Wise spending requires planning. If all needs are to be met as well as possible from the money to be had, they must be considered before any of the money is spent.

Making plans for the family's spending is like studying road maps before we take a vacation trip in the car. We would find out the direction to travel, the distances to be covered, the road markings to follow, any detours to be made, and then we would make our plan for the trip based on our study of the map. So the family plans its spending for the year. It wishes to provide for all its members, pay its bills, and have something saved for education, old age, or a home. It must be sure to follow markers that will keep all its members well fed, adequately clothed, comfortably housed, with necessary attention to health, recreation, and education. A long illness or the loss of the home through fire, foreclosure, or cyclone is like a bad detour. It upsets the schedule for the trip and causes many changes in the plans of the group. Planning makes sure that everything has been considered fully and even some provision made for an emergency.

Family planning helps to keep the spending balanced. If the amount to be spent for the various needs is left to chance, it is quite possible that so much will be spent for one need or want that there will not be enough for other needs. For example, one family wanted, and thought it needed, a number of pieces of furniture and equipment, and made the purchase on the installment plan. When the monthly payments proved difficult to manage, the family members sat down and figured up the family spending. They found that the provisions they had made for their needs were not balanced. After the food and rent bills were

Continental Illinois Bank and Trust Company

Today great banks all over the country help in our system of using money as a token for goods. Families find the services of banks of great value in keeping their money safe and in making the necessary transfer of money for payment of bills. Canceled checks serve as receipts for bills paid and also as records of expenditures made. It is important that we know where the family's money comes from, how we use it, and what we get for it. Family planning helps keep the spending balanced.

paid, all that was left had to go to pay for the new equipment. Had they planned *before* instead of *after* the purchase was made, they might have saved themselves trouble.

We may have heard one family member say, "Well, she gets everything and I get nothing!" Sometimes it is true that some one person gets far more than his or her share. This usually happens when there is no planning and the loudest speaker wins. If the family plans its spending, the needs of each member are considered and a fair division of available resources made.

Family planning places the responsibility on the whole group. It is not the fault of one person but the fault of all if the spending does not bring the satisfaction expected. Concern with getting our money's worth out of services and things we buy becomes more real if we share the responsibility for planning the purchases.

A better understanding of family finances comes through family planning. Most of us know many, many things we want. If we help in the family planning, we also know just what money the family receives that may go for all the wants and needs of all its members. One girl who shared for the first time in the family planning said, after there was a discussion of family needs and money, "But where is the rest of our money—to do with what we please?" When she found that there was no special source for extra money, she was at first disappointed. We all find it hard to give up our belief in fairies and *easy money*. Helping plan the family's spending helps us to grow and to understand that all family spending is for our benefit too.

Family planning makes for working together with satisfaction on the part of the family members. If we understand what the situation is, we are interested in helping. We are eager to work together. The money problems are not "father's and mother's," but the whole family's, and their solution gives satisfaction to all the members.

Family planning helps bring about the growth and development of the family members. Do we see how this can be? The five-year-old who shares in one of the planning sessions may understand far less than does the thirteen-year-old, but he learns that his family works together, that its members are thoughtful in their consideration of problems, and that they willingly adjust for the good of all. The thirteen-year-old may understand far less than her parents do about the whole matter of family finances, but her understanding is far greater than that of her five-year-old brother. She has learned the difficult lesson that if we have four apples and eat two, we then have only two apples. She has developed her interest in the group. By being willing to share, she has gained a sense of values through sharing in the family's plans for its spending.

TO DO IN CLASS

1. List the things that have been purchased by your family recently that would not have been purchased if plans had been made before.
2. Make a plan for buying a refrigerator, a chair, groceries, or a dress.
3. Write a paragraph showing how a child may have a part in helping in the plans for family spending.

5. How shall the family plan its spending?

If the family is to plan its spending, a time should be set for the planning conference when all the members can be together. The planning is so important to family success that sharing it should be placed above any personal plans or interests, such as a movie or a skating party.

If everyone remembers that the goal is to provide for family needs and get the most satisfaction possible from the money spent, then the planning seems very important to each one. Planning for spending is so interesting and profitable that no one could regard it as a chore. However, as in other things, it becomes more interesting as we understand how to proceed. Knowledge and practice are necessary for skill.

The first point which the family will discuss is "How much money will our family have to spend this year?" You recall that the family's cash money came from earnings of the father, and perhaps other members; rents and dividends; and food produced at home. The money received from each of these sources last year shows what may be expected for the coming year. Perhaps the report on the family's money for the past year would look like this:

Father's salary	$2,800.00
Rent from land	200.00
Poultry and garden	100.00
	$3,100.00

Or it might look like this:

Father's salary	$4,000.00
Rent from a house	600.00
Music lessons given by mother	200.00
	$4,800.00

In either case the family will consider its needs, and the amount of money which will probably be necessary for each. Questions which the

family will answer are similar to the following: What did we spend for food last year? What did our rent cost us? What did we spend for clothes? What did we spend for the car? What did Junior's saxophone lessons cost? What did we spend for fuel, laundry, and electricity? What should we allow for a vacation? How much shall we save in bonds and in other forms?

After the first estimates are made, some member of the family may say, "Well, Jane must have her teeth straightened." Junior may say, "Well, I don't need to take music lessons any longer." Perhaps mother may agree, saying, "Well, Father must have a new overcoat." So the planning would go. It may be found necessary to reduce expenditures for certain things in order to provide for others. Expenses, such as food and rent, are difficult to reduce, so the planning for spending becomes an exciting game.

Here are steps which, if taken, will aid the family on a regular and certain income to set up a workable plan for its money management based on its needs:

1. List the income from all sources during the period for which the plan is to be made.
2. Add, to find the total income.
3. Deduct all taxes.
4. Subtract the amount of any debts to be paid.
5. Set aside the amount to be saved.
6. List the necessary items as *food, housing, household maintenance, clothing, education,* and other headings, with approximate allowances.
7. List other desired items with approximate allowances.
8. Total the estimated allowances.
9. Compare income, savings, and estimated allowances.
10. Make necessary adjustments.

A blank something like the one on page 38 will be useful in following the steps through.

TO DO IN CLASS

1. Plan the spending for a family of five with an income of $2,000. Of $1,800, plus home-produced food worth $500. Of $3,000.
2. Suggest ways in which your family could improve its spending.
3. Write a paragraph, telling an incident showing poor money management; another, showing good money management.

6. What responsibility does each member have for the family's spending?

If we turn the pages of a newspaper to the personal section of the classified advertisements, we may find a brief statement: "To whom it may concern: I will not be responsible after this date for any debts other than those of my own making.—Sam Jones." Such a statement usually shows that the family is not happy and may indicate that money matters are the cause. It also shows that the husband is held responsible for the debts of his wife unless he announces to the world that he no longer accepts that responsibility. He is legally responsible for necessities required by his children who are young, and he cannot free himself from that responsibility by published statements.

The other members of the family are not *legally* responsible for the money for necessities; however, they should share with the father certain responsibilities for family spending. Each member who shares in the planning has the responsibility of planning wisely and well. It is *his* quite as much as the *family's* plan.

Each member has the responsibility of helping the family to live within the plan. We have had enough experience with teamwork to know that one person who does not pull with the others can cause the team to lose the game. One family member who will not be responsible may cause the family to spend far more than the plan provided. Perhaps we can recall several examples of this. The son or daughter may wreck the family car through careless driving. To provide the money necessary to replace it, all saving must be stopped for the year; sister's music lessons must be given up; perhaps the clothing purchases may have to be much less. Often the family members who fail to live within the family income have less drama in their failures than there would be in a car wreck. They simply spend *a little more here and a little more there* than the plan provided. Of course, they are failing to carry their responsibilities too. The success of a spending plan depends quite as much on day-by-day efforts to make the plan work as it does on avoiding some large act that will surely make the plan fail. Some of us find it easy not to wreck cars or burn down garages or become mixed up in an accident suit. We may find it hard to keep faith with the spending plan in the many little happenings of every day. Both are our responsibilities.

Each member is responsible for making needed adjustments in the spending plan. Sometimes the father of the family may be out of work

PLAN FOR FAMILY SPENDING

	Monthly	Yearly	Total Income
Income			
Salary or wages			
Other sources			
Expenditures			
Taxes			
Debts			
Food			
Housing			
Household maintenance			
Fuel			
Light			
Water			
Ice			
Telephone			
Replacement and repair			
Household and cleaning supplies			
Service			
Correspondence			
Clothing			
Health			
Furnishings and equipment			
Transportation			
Family car			
Other			
Development			
Education			
Entertainment			
Recreation			
Flowers and plants			
Books, newspapers, and magazines			
Community obligations			
Church			
Other			
Gifts			
Organization dues			
Personal			
			Total Expenditures
Savings			
Savings account			
Government bonds and stamps			
Insurance			
Investments			
Other			
			Total Savings
			Margin
			Total

for a month, and the money the family has to spend is far less than was expected when the plans were made. Sometimes an emergency arises which must be met. In such cases, adjustments are necessary. These cannot be made by any one or two members alone. They should be shared by all the family's members.

Each member has the responsibility of seeing his or her own needs in their true relation to the needs of other family members. Babies and little children think only of themselves. They think what they want is the most important thing. As we grow and share in family living we should come to see ourselves as one, not as *the one*. If we can do this, we can meet our responsibility to be fair in family planning.

Each member should accept the family plan in a helpful and happy spirit. If we are honest in our thinking, this should be easy. We will see that the plan is a statement much like $2 + 2 = 4$. However, acceptance of this is not as easy as it seems.

If we can share in the spending plan our family makes in a happy spirit, without soreness of heart, perhaps we will learn to face the rest of Life's arithmetic in the same way!

TO DO IN CLASS

1. List ways in which you can help your family improve its spending plan.
2. Give an example of a family member spending more than her share of the income.
3. Explain how money matters may bring unhappiness to the family. Give examples of this.

7. How shall we plan our personal spending?

Personal spending is something that we all do. We may spend our money for a malted milk or an orangeade; for a ticket to the music recital or the ball game; for a book or a movie; for a postage stamp or a phone call. Perhaps not a day goes by without our doing some personal spending.

We get money that is ours for personal spending in one of three ways. We may *coax* it out of our parents: "Please, will you give me a dime?" There is a sort of a gamble in this way of getting money, because their mood may not be "right," the thing we wish to buy may seem silly to them, and therefore the money may not come forth; furthermore, the money may be needed so much for other expenses that our requests are

Institute of Life Insurance

Her money may melt fast, but, after all, it is her allowance.

not taken seriously. We may have an *allowance*. In some families, the family spending plan provides that each child has a definite sum each week, the sum becoming larger as the child grows older. This plan gives the girl or boy a feeling of assurance about what she or he can count on. We may *work* to earn money. Many schoolgirls baby-sit, read aloud to invalids, or run errands to earn their spending money. Usually their chances for work are much alike from week to week, so they know how much to count on.

Of these three ways, having to ask or coax is perhaps the least satisfactory, since it is hard to know what one will get, difficult to decide how often one can ask for money without being refused flatly, and wholly impossible to plan wisely on obtaining the items listed as personal needs. More than that, handling an allowance or earning money for our own spending offers us experience in money management that will be useful to us all of our lives.

The usual personal spending of schoolgirls includes the purchases of school supplies; "treats," such as candy, popcorn, ice cream, and sodas; recreation, including school parties and movies; hose, handkerchiefs, and other accessories; and gifts. If our personal spending is to be wise, it should be planned. You recall that when we discussed the family's plan for spending we considered, first, what money there was to spend, and next, what things we needed to buy. We should do the same in planning our personal spending. If we plan well, our money will cover our needs for the week or month for which it is allowed. The girl who is "rich" for two days and out of funds for five has many bad moments. We have no desire to be in her shoes, so planning our spending seems a good idea.

Following the plan is as important in personal spending as it is in family spending. There will be many times when we will be tempted to forget the plan, but if we can follow it through, we will have more satisfaction in the end.

Setting aside small amounts regularly to create a larger fund enables

us to satisfy some desire that takes a sum of money larger than our allowance. Perhaps we want a radio for our room, a bicycle, or a dressing table. It is really fun to save toward such a goal, and after the first week or two, keeping aside some part of our money for the purchase will not seem at all hard. We will have established the habit of saving. We will also have developed our ability to defer our satisfaction which is very important in growing up.

In some families, when the children are four or five years old they have allowances for their personal needs, such as candy, gum, and ten-cent-store toys, the weekly sum being ten or fifteen cents. As the child grows older, the allowance may be paid on a monthly basis, the monthly sum being large enough to allow him or her experience in choosing articles of clothing, in deciding on frequency of haircuts and color of anklets, as well as in making the more frequent choices between an ice cream cone and a "jumbo ice cream soda."

If we present our needs for an allowance of a certain size, to be paid on a certain day of the month, out of which we will meet a definite list of our personal needs to our family, we may find the proposal meets with favor. If we are wise, we will do some careful listing and figuring before we present such a request. With us, as with the family, wise planning is based on facts. This time we may begin with the personal needs which we propose to cover with the allowance. Then we watch our expenditures for items on the list for a month or so, and record the outlay carefully. First we make sure we have included all items we normally need in a month, at fair prices. Next we make sure we have allowed some money for savings for something too large to come out of a monthly allowance. Then we are ready to total the expected cost to see what is a reasonable allowance for us.

A list of personal needs to be met from the allowance of a junior high school girl might include most of the following items:

Candy and ice cream
Books and magazines
Money
Hobby materials, as stamps, buttons, coins, etc.
Dues for Future Homemakers
Campfire Girls, Girl Scouts
Tennis racket
Skates
Phonograph records
Contribution for church and other agencies
School books, school pencils, note paper, etc.
Clothing—items for the year or special items
Purchases for personal grooming
High school events
Saving for college or for vacation trip
Gifts for others

If we have kept track of our expenses for each item on the list for a month, we can make a monthly financial statement covering what we are now spending and what is being spent for us, to support our request for allowance and indicate exactly what we would expect to cover.

Next we need to consider the rules under which this allowance contract is to operate. Surely we cannot expect to receive a monthly payment *plus* all we can wheedle out of our parents. Such an arrangement would destroy our learning experience on financial matters. We must operate on what we have in our allowance. There is no more. We expect to be trusted to make wise choices. If we do spend some of our money foolishly we wish that regarded as a personal matter, so long as we have kept within the allowance.

If there are unexpected items required at school, other provisions are to be made for these. If there are unusual clothing needs such as come when one grows eight inches in a year and leaves her skirts, dresses, and coats far behind, the allowance will need to be supplemented to cover these unusual costs.

Among the many things we hope to learn by having an allowance is to stand by the rules which we ourselves have helped set up, even though the "going is rough" in spots.

Doubtless we will become interested in the care required for shoes and socks so that they will give longer wear. We will want to know how to make what we have do the most for us, and so will begin to learn a lot about many things related to our needs and wants.

Our personal spending has been wisely planned if it has met our needs, has given us satisfaction, and has contributed to our growth and development. What we learn in managing our personal spending will help us to be wiser in family spending. What we learn in planning family spending should help us to do a better job in our personal spending. In each case, the problem is to get the most satisfaction possible out of the money. Keeping an account of the money we spend will help us to form better spending habits and to use our money for real happiness.

TO DO IN CLASS

1. Plan your own expenditures for one month.
2. List expenditures that you made last month that were wise; list those that were not wise. Tell why certain purchases were not wise.

TO DO AT HOME

1. Plan your own expenditures for each month and follow the plan. Enter in an account book the items of spending as they take place and compare your actual spending with the plan you had made. Include in your items what is spent for you—for example, the purchase of a dress—as well as the money you handle personally. Total your outgo each week or oftener.

2. Help in the family planning of family expenditures.

3

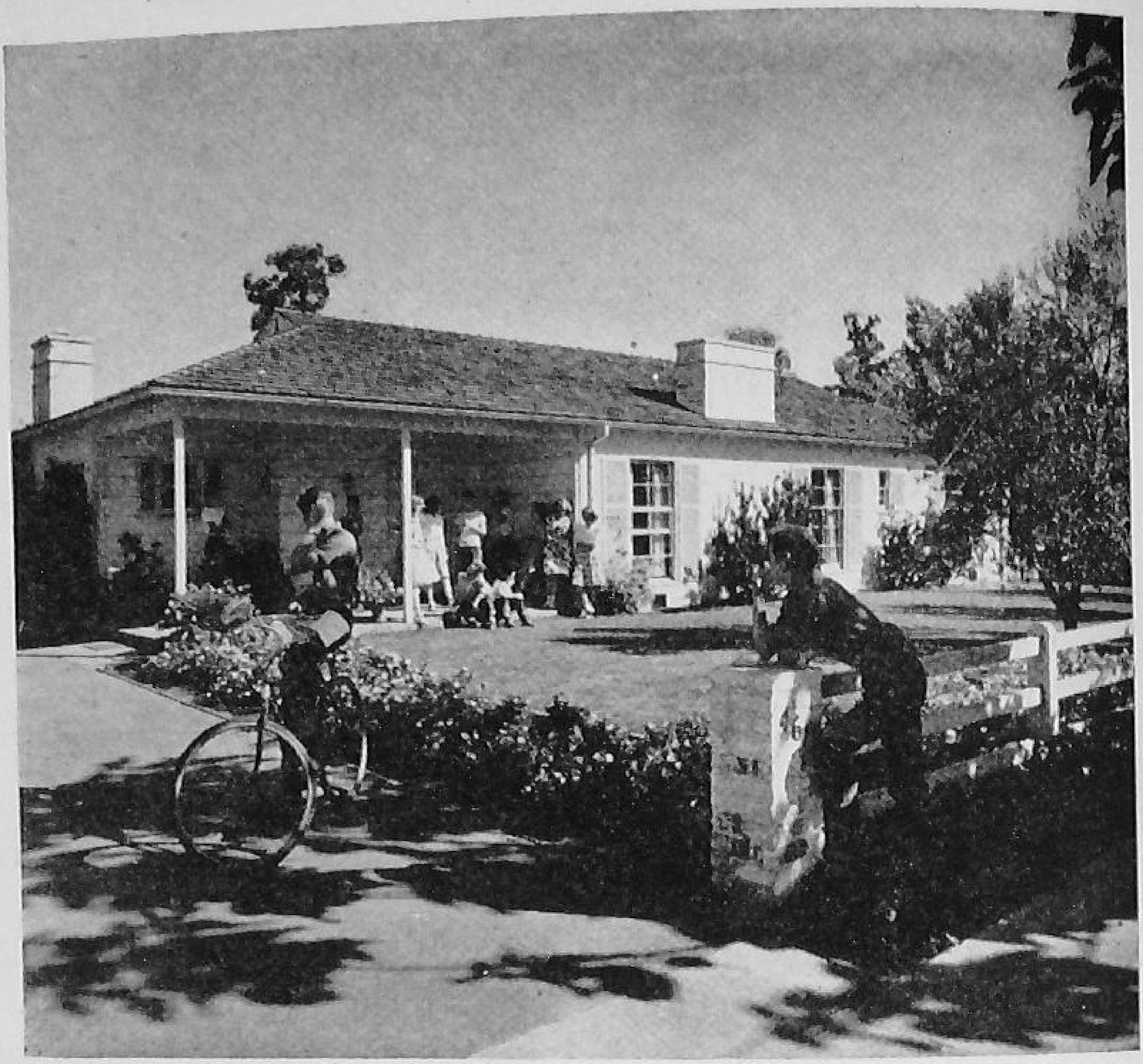
Sharing in the Care of the House

A well-cared-for house adds much to the safety, comfort, and satisfaction of the whole family. The task of keeping a house "shiny" and bright is not one single job, to be done one single time. Rather it includes many widely different jobs, some of them having to be done two or more times each day. It requires knowledge and ability in widely different areas to understand how each one of the many jobs in housekeeping may best be done. It requires managerial skill to arrange a daily and weekly time schedule that includes all of the jobs that are "musts," and it is a real problem in family relations to plan out what each member shall do as a share in caring for the home. Because the house in which we live is *our* home, both it and the standards our family accept for its care matter to us. We want the house to be clean, comfortable, and orderly. We also want mother to have time to visit with us, to go to the high school play, and to have time for other things she is interested in. We may find that just as we enjoy sharing in our home, we should look forward to sharing in its care.

1. What are acceptable standards for the care of our home?

In many homes there hangs on the wall this old fireside motto:

> The Beauty of the house is Order;
> The Blessing of the house is Contentment;
> The Glory of the house is Hospitality;
> The Crown of the house is Godliness.



Roger Sturtevant, Laurence Tice, and American Home

Homes require care, inside and out, to contribute fully to the satisfaction of the family.

We all want this beauty of order in our home. We know that having it depends much upon the way the house is kept. How well or how poorly this is done is influenced much by our standard for its care. If our standard requires a clean, orderly, and well-kept house, we are likely to have that kind of house. If our standard does not require cleanliness and order, our house will very likely be dirty, without order, and poorly kept. We seldom go much higher than the standard we hold, and often not so high.

Sometimes not all the members within the family have a high standard for the care of the house. Keeping the house in good condition is difficult if not all are working toward the same end. It is most important that the family members share the same standard if the house is to be well cared for.

The family's standard for the care of its home is influenced by a number of things. A family with several growing children has a different standard from one that has only grownups. Whether the children are babies or schoolboys and schoolgirls makes a difference. A

Christian Science Monitor

Orderliness adds to the beauty and restfulness of this room. Can you name the details which seem to do most in making this an attractive room arrangement?

toddler will have to leave his playthings on the floor. He will have to clutch chairs and pieces of furniture to keep from falling, so his fingerprints are everywhere. He is interested in the baby in the mirror and will pat it with his sticky hands. Later his playing with paper dolls cut from newspapers and magazines keeps the house in a constant litter. By the time a child reaches the fifth or sixth grade in school, he no longer makes this kind of disorder. However, there are few school children who do not sometimes dump books here, toss coat and cap there, and leave jackstones and bits of jigsaw puzzle everywhere. Even when boys and girls are through with such games as these, sometimes they forget to put their books and clothes away. Sometimes they strew handkerchiefs, combs, and compacts about, creating a disorder which perhaps they already are beginning to dislike. Thus the age of the family members and their habits affect the standard of order and cleanliness for their home.

If the mother of the family is not in good health, the standard may of necessity be lowered because there is no skilled manager to get all the various jobs done. The house may be located far from the water supply

and in such a place that dirt is easily carried in. It may be located where dust storms are frequent or where coal smoke is thick and heavy the year around. All of these conditions tend to make the standard of caring for the house difficult to maintain.

The house should be as clean, orderly, and comfortable as it is possible for it to be without making too much work for the mother or any other family member. However, a satisfying standard can be maintained if everyone in the family does his part.

The house should receive such care as will make it a livable home. A house may be kept so well that there is no place to live, or it may be kept so poorly that the same situation holds true. Our house is our home. It should be kept so that we want to live there and can live there happily and with satisfaction. Our standard should be such that good family life is possible.

A good standard for care of the house requires that it receive enough of the right kind of care regularly. Many homemakers have found that making and following a plan for the work to be done in each and every room—daily, weekly, and monthly—is a great help. Though changes in the plan may be necessary from time to time, planning makes possible maintaining standards in the care of the house. On page 49 is a plan or cleaning schedule used by one family to cover all of the tasks that needed to be done to keep their home as they desired. We will note that one of the lists is for jobs to be done each day and that the other list is for jobs to be done weekly. There are other jobs that must be done each month, and still others to be done each season. However, this cleaning schedule will serve to start our thinking about the jobs that need to be done and our possible share in them.

TO DO IN CLASS

1. Compare the standards of your family members for the care of your living room; your kitchen; your bathroom.
2. Write a paragraph describing certain standards that you believe a family should adopt for the care of the house.
3. Give an example of a standard too high for a certain family; of one that is too low.

Keeping the house in good condition becomes a habit as a result of having good standards, making a plan of work, and then following it.

A CLEANING SCHEDULE

	Living Room	Dining Room	Bedroom	Kitchen and Bathroom	Halls
Jobs to Be Done Daily	Air room. Dust window sills, furniture, and woodwork. Dust floors. Brush upholstered furniture. Clean rugs. Empty wastebaskets.	Same as for living room.	Air bed well on arising. Make bed. Proceed as for living room.	**Kitchen.** Clean stove surfaces after using stove. Scour sink. Dust window sills, shelves, and kitchen equipment and furnishings. Sweep floor. **Bathroom.** Clean wash basin, bathtub, and toilet seat. Clean floor.	Sweep floors and porches. Sweep walks and steps. Dust floors and furniture.
Additional Jobs to Be Done Weekly.	Clean outer window ledge. Dust registers and radiators, lighting fixtures, and decorative objects. Move furniture, dusting behind, beneath, and all about it. Dust pictures and mirrors.	Same as for living room plus: cleaning silver and other objects.	Same as for living room plus: turning mattress, changing sheets, and pillowcases.	**Kitchen.** Clean stove. Defrost and clean refrigerator. Scour garbage can. Clean walls. **Bathroom.** Scour bathtub, wash basin, and toilet bowl. Clean walls.	Clean stairways thoroughly. Polish metal fixtures. Dust lighting fixtures.

There are other jobs that are scheduled less often, as monthly or seasonally, which are also important in the cleaning plans of the home. Our share in these doubtless will be that of doing jobs under direction rather than planning and carrying them through independently.

2. What is our responsibility in caring for the house?

This is a question that must be decided in every family by each and every member. In some homes one person takes the job and the rest of the family seem to forget all about it. Easy as it may seem, this is not desirable. Caring for the home is a heavy and difficult task for one person to manage alone, even though the family is small. Each family member should share in so large a responsibility. Although the responsibilities in caring for the house vary somewhat, they are much the same in all households. The rooms must be cleaned and kept in order. The furniture and equipment must be cared for. Clothing and household linens must be laundered. Halls, closets, and dresser drawers must be given regular attention. After food preparation dishes, glassware, and silverware must be washed and polished when necessary. Equipment and furnishings must be kept in repair. Last season's things must be put away and this season's brought out for use.

In most families, the major responsibility for the care of the house belongs to the mother. This does not mean that she does all the work herself, but that she is in charge of the whole job. She either does the planning or directs the whole job. She sees that the tasks are divided fairly. She gives the proper help to those members who need it. The father usually helps with the work of the home. The sort of jobs he may take on are care of the garden and lawn, looking after the furnace, preparing Sunday breakfast, looking after the children Saturday morning, if free, and doing the jobs of "fixing" that a house requires. Often mother has to serve as his reminder. If caring for the house is regarded as a family responsibility, every member has a definite part to do.

Sometimes part of the care of the house, such as the weekly cleaning and laundry, is done by paid helpers. Even when this is the case, family members still must share in the work if the house is to be well kept. Their share may be chiefly keeping the house in order after the thorough cleaning is done, or it may include carrying through some job or jobs of the total cleaning. Hanging up one's clothing, putting games and books away, straightening up the newspapers and magazines, and dusting—all these are necessary tasks each day.

Schoolgirls seldom have the full responsibility of caring for the house. Their part is usually that of helpers. They may work with Mother or under her instructions or do a family job alone. The jobs that they are most often called upon to do rarely include more than some part of the

H. Armstrong Roberts

When Father takes an interest in the work of the home, he shares in the responsibility of keeping the house running smoothly.

thorough cleaning of the house. Tasks commonly given to them include the care of their own room, sweeping and dusting, taking care of cupboards and closets, caring for the bathroom, cleaning and polishing the silverware and other metals, keeping tables and desks in order, and washing dishes and utensils. Here is a song for cleaning day that should keep a girl's heart content that she has such jobs to do.

Brown soap can brew a scrubbing froth
Fragrant as orange peel or tar;
It makes a closet or a cloth
As fresh as dogwood blossoms are;
And wax, that amber soft and slow,
Embalms old carving in a glow.

Polish can turn a bowl of brass
Into a bell that beats a gleam,
Can make a silver dish a glass
Of lights like birches in a dream;
While bright as peaches copper blooms
Out of the corners of the rooms.

There could not be a blither work
Than skill with pumice, brush, and soap,
To bring a bright thing from a dark,
To fill the house with lamps of hope.
And so before the morning goes
Put stars among the goblet-rows.[1]

She should not be content with "putting stars in the goblet-rows" unless she is doing that special task in an efficient and easy way. She must see whether she has a good system for doing that particular job as far as arrangements and procedures are concerned. This is her chance to learn something about polishing and scrubbing. If she learns to gather up things to be cleaned and the material used for cleaning—tools, paste, cloths, and so on—before she starts and to arrange these in easy reach in the order of their use, she builds order and ease in her work. She may find short cuts that bring good results and hence are acceptable. She may be able to find ways to use both hands while she works and to stop unnecessary motion. In other words, she can carry her responsibility to her family and at the same time add to her personal effectiveness.

TO DO IN CLASS

1. Study the cleaning schedule given on page 49, and then list all the responsibilities that you would be able to assume in the daily lists; in the weekly lists.
2. Check those you are now carrying.
3. Make a day's time schedule for yourself, including time for school and for the activities checked on the daily list.
4. Decide what ones you might with reason include, and explain the reasons for your decision.

3. How shall we sweep and dust?

Sweeping and dusting must be done regularly and often in caring for the house. These are common responsibilities of schoolgirls. The general

[1] Elizabeth Bohm, *The Christian Science Monitor*, July 6, 1943.

methods used are much the same, regardless of the rooms and furnishings to be swept and dusted.

The steps in sweeping a wood floor follow:

1. Use a good, firm broom that is not too stiff and scratchy.
2. Sweep with the length of the flooring as much as possible.
3. Overlap the broom strokes and sweep the dirt and waste to one place, going back to get any left wastes.
4. Give special sweeping to the corners.
5. Take up all dirt and waste on a dustpan.
6. Do not sweep dirt and waste from one room to another.

When dusting, use soft cloths that do not scratch or shed lint, one in each hand.

The steps in dusting are as follows:

1. Use soft cloths that do not shed lint, one in each hand.
2. Use oil sparingly on the dustcloths.
3. Wipe the dust off surfaces carefully, taking the dust up into the cloth.
4. Dust high things first and then the low ones.
5. Use a dustmop for uncarpeted floors, wiping well the corners and the surfaces under the large pieces of furniture.
6. Use the sweeper on carpets after the dusting, if desirable.

The steps in sweeping carpets with a broom are as follows:

1. Sweep evenly, going with the nap of the carpet and bringing the broom toward you.
2. Overlap the broom strokes.
3. Sweep the ends and edges well.

When you sweep a carpet, brush with the nap, bringing the broom toward you.

4. Keep the broom on the carpet while sweeping.

5. Sweep the dirt to one place, going back to get any left wastes.

6. Take up all dirt and wastes on a dustpan.

7. Do not sweep dirt from one room to another.

To sweep with a vacuum cleaner or sweeper:

1. Run the cleaner or sweeper slowly lengthwise and then crosswise of the rug.

2. Repeat this again and again until the dirt is removed from the rug.

3. Empty the bag of the vacuum cleaner, or the bin of the sweeper, after the thorough weekly cleaning.

Often when thorough sweeping is done, the furniture and ornaments are covered or removed from the room. If the arrangement of accessories is simple, dusting is easy and removal unnecessary.

To dust with a brush attached to a vacuum cleaner, we follow the instructions given with the equipment.

TO DO IN CLASS

1. Sweep a wood floor and a carpet, following the method given. Check to find if your results are good.
2. Dust a floor or pieces of furniture, following the method given.
3. Report your experiences and results to the class.

4. How shall we care for the silverware?

Silverware tarnishes very easily and turns an ugly color. Frequent and regular care is required to keep silverware attractive and in good condition. There are two methods of cleaning silverware that are commonly used. One is by the use of silverware polish and the other is by the aluminum pan method. The latter method should not be used on silver with a dark design.

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The steps in cleaning silverware with polish are as follows:

1. Use a good silver polish or cream.
2. Apply this polish with soft cloths and brushes, rubbing gently until the tarnish disappears.
3. Rinse the silverware in hot water and wipe dry at once.
4. Polish with a clean, dry, soft cloth.

The steps in cleaning silverware by the aluminum pan method are as follows:

1. Put one quart of boiling water in an aluminum kettle or pan and set it on the stove.
2. Put the silver in the water, being sure that the water covers the silver.
3. Add one tablespoon of salt and one teaspoon of baking soda to the water, stirring well.
4. Allow the silver to stand in hot water until it becomes bright.
5. Remove the silver and wash it in hot, soapy water.
6. Rinse it in clean, hot water.
7. Polish it with a clean, dry, soft cloth.

TO DO IN CLASS

1. Clean the school silverware, part of the class using one method and part the other.
2. Compare the methods and results. Decide the advantages and disadvantages of each method.

5. How shall we care for the bathroom?

The bathroom requires thorough cleaning once or twice each week as well as some care each day. Thorough cleaning consists of wiping down the walls, mopping or scrubbing the floor, washing the woodwork, and cleaning the mirrors, cabinets, tub, stool, and lavatory. The tub and lavatory should be cleaned after each using. The stool should be cleaned daily. Daily care is often the responsibility of schoolgirls. This includes care of the tub and lavatory, the stool, the mirror, and the floor.

The steps in cleaning the tub and lavatory are as follows:

1. Scrub with a soft, moist cloth, and a fine nonabrasive cleanser to remove soil and any scum left by hard water.
2. Rinse thoroughly with water.

The tub should be cleaned after each using, and it should be thoroughly scrubbed once or twice a week with a good cleanser.

3. Wash the faucets with soap and hot water.
4. Wipe them dry.

If the waste water runs out slowly, the drain may be clogged. Then, first examine the opening to remove pins, coins, or threads that may be partially closing it. If the drain is freed of these and still lets the waste out slowly it may be necessary to use a plunger. The plunger forces the air down through the drain and, by suction, pulls the water and air upward. Pipes are often opened by this treatment.

Chemicals are available that open up pipe stoppages by dissolving fats, soaps, or other substances. These should be used according to directions.

The steps in cleaning the stool are as follows:

1. Use a stool brush or one made from a string dish mop with the strings cut short.
2. Use soapy hot water and clean thoroughly.
3. Disinfect and cleanse once or twice each week with chloride of lime or a commercial cleanser prepared especially for stools.

The steps in the cleaning of a mirror are as follows:

1. Use soft cloths that are nonlinting.
2. Moisten the cloth in clear, warm water, and wring moderately dry.
3. Wipe the mirror, taking care that water does not seep under the frame or backing.
4. Dry with a clean, dry, soft cloth.

The steps in cleaning the bathroom floor, whether linoleum or tile, are as follows:

1. Sweep up all dust, lint, and other dirt, and remove in a dustpan.
2. Make a suds of mild soap and warm water in a pail.
3. Dip a clean mop in the suds and wring it moderately dry.
4. Wipe the floor in parts, dipping and wringing the mop as each part is finished.
5. Dip the mop and wring it dry, and go over the floor to remove any excess water.

TO DO IN CLASS

1. Clean a bathroom; clean a school lavatory.
2. Report any difficulties and the ways in which they were met.

6. How shall we help with special cleaning jobs?

Some of the cleaning jobs that must be done frequently in the house are cleaning cupboards, drawers, stored dishes, and windows; oiling squeaking hinges; and caring for the garbage can. Any of these may be a home responsibility of schoolgirls.

Cupboards need frequent and regular cleaning. How often this should be done depends upon where we live and the type of the cupboards. If our home is in a dry, dusty region, where the wind blows and carries dust with it, or if it is where there is much coal smoke in the air, frequent cleanings will be necessary. If the air is cleaner, or if our cupboards are somewhat protected and fitted with doors, less frequent cleaning may be needed. A regular time should be set for the cleaning of the cupboards and a plan made for their general care.

The shelves should be washed in warm, soapy water, and dried. This should be done as often as is needed, in some homes once each week. The cans and jars should be wiped or washed as needed, in some cases once each week. A cloth wrung out of soapy water should be used for the wiping. If these containers are washed, they should be washed in warm, soapy water, rinsed in hot water, and dried thoroughly.

Dishes and glassware should be kept clean. Studies show that care of those used at mealtimes may take a sixth of a homemaker's time daily. Those that are used only once in a while should be taken off the shelves and washed as necessary. In most homes this will be two or three times

a year and immediately before use. When this is done, the regular method of washing dishes and glassware should be followed. The utensils should be kept clean. Those not in regular use should be cleaned from time to time and prior to use. Once or twice a year, or even more often, a special cleaning should be given to utensils to free them of stains that may not have been removed in their regular care.

All articles in the cupboards should be kept in the proper place all the time. There should be a place for everything and it should be put there after each using. If this is done, the cupboards will always be in fairly good order.

The cupboards can be made to be attractive as well as useful places in the house. Pleasing arrangements and attractive color schemes can be worked out with the dishes, jars, cans, and utensils. The present use of gaily colored pottery and enameled ware makes this possible.

Drawers should be dusted every few days, and they should be wiped once or twice each month with a cloth wrung from warm, soapy water. Once or twice each year a more thorough washing may be done. After this cleaning, drying in the sunshine is good. Shelves and drawers may be covered or lined with paper folded to size and held in place by thumbtacks. Wrapping paper, shelf paper, heavy waxed paper, and newspapers are all used for this purpose.

The method to be used in cleaning windows is as follows:

1. Use soft, nonlinting cloths and warm, soapy water, or warm water containing a few drops of ammonia.
2. Wipe or brush off all the dust with a soft brush.
3. Wring the cloth from the water.
4. Wash the panes until they are clean.
5. Wipe them dry with a dry cloth.

Whiting made into a paste by adding water is often used to clean windows. Put it on the glass, allowing it to dry. Wipe with a dry cloth. This method requires a special dusting and sometimes washing of the window casings and woodwork.

The steps in oiling hinges are as follows:

1. Use a can of sewing-machine oil or another similar oil.
2. Drop a few drops of oil on the top of the hinge.
3. Work the hinge back and forth to allow the oil to run down in.
4. Wipe away any excess oil.
5. Repeat as many times as are needed to stop the squeaking.

The steps in caring for the kitchen garbage can are as follows:

1. Place a paper bag, or a newspaper folded in the shape of a bag, in the can.
2. Place in it garbage from which the water has been drained.
3. Empty the can every day.
4. Wash off the outside of the can as often as is needed with a cloth wrung from hot, soapy water.
5. Wash the inside of the can with hot, soapy water frequently, using a long-handled brush. This should be done at least once each week.
6. If necessary, let a strong solution of washing soda or lye stand in the can for an hour or more.
7. Rinse the can.
8. Sun and air the garbage can.

TO DO IN CLASS

1. Clean the cupboards in the school laboratory. Report any difficulties or problems met and tell how you met them.
2. Plan an attractive arrangement for cupboard shelves and drawers in the school laboratory. Plan an arrangement for the shelves at home.
3. Suggest ways of building and altering cupboards to exclude dust and reduce the amount of cleaning necessary.
4. Choose some cleaning job not included here and list in steps the procedures you would follow.

7. How may we prevent accidents in the home?

We commonly think of home as being the safest place in the world for us. However, when we look at the reports of accidents for the past few years, we find that such is not the case. Home accidents are reported as the most numerous, being even greater in number than traffic accidents. Many of, if not all, these accidents might have been prevented. No one wishes his house to be a place for accidents. It would be well to give some thought to the matter.

Fire is one of the chief causes of accidents in the home. Defective heating plants are often responsible for fire. These defects include dirty chimneys, smoke pipes that are rusted or broken or are poorly insulated, stoves and furnaces out of order, and lack of protection of wooden floors under stoves. Oil-soaked dusting rags, sweeping compound, and paint-

Mary Eloise Stone and Practical Home Economics

Lighting the stove the right way. Notice that the oven door above the burner is opened slightly before the lighted match is put to the burner.

stained rags left in the attic, closet, pantry, or cellar often cause fires. Faulty electrical equipment or cords and poor electrical wiring are other causes. A frequent cause of fire is home cleaning of clothes with gasoline, benzine, or naphtha. A spark will set on fire the fumes from these fluids. Gas connections which are not firm and tight are dangerous. Many accidents are reported from the throwing of kerosene on smoldering fires and the filling of kerosene lamps and stoves while they are lighted.

The following are some "don'ts" which we should observe to prevent fires:

1. Don't permit rubbish or wastepaper to collect; burn it, but not near any building.

2. Don't keep matches where young children can get at them. Put out lighted matches with care.

3. Don't be careless with matches.

4. Don't leave oily rags or mops in corners where they may start a fire. Keep them in closed metal cans or boxes, or wash them and hang them out to dry.

5. Don't use worn electric cords or leave electrical equipment connected when you are through using it.

6. Don't store or use gasoline in your house for cleaning.

7. Don't use kerosene or gasoline to start fires.

8. Don't allow leaky gas connections to go unrepaired.

9. Don't build a fire in a stove unless the floor beneath it is protected with a metal sheet.

10. Don't put ashes into wooden boxes or paper cartons. Keep ashes in metal cans.

11. Don't fail to screen open fireplaces.

12. Don't look into clothes closets with lighted matches or candles.

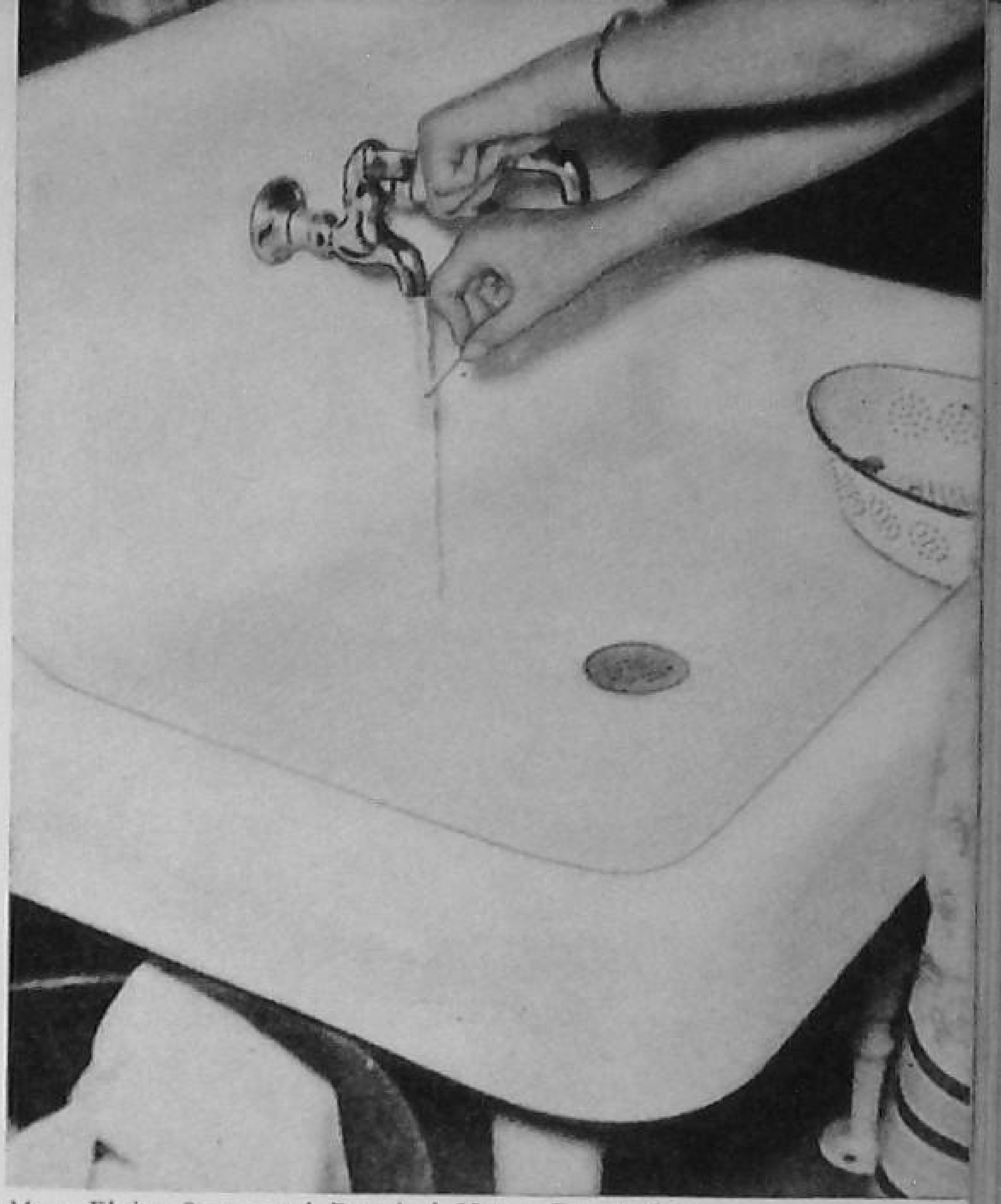
13. Don't permit curtains to be blown near or over flames.

14. Don't fill a coal furnace or stove without "burning off the gas"

by opening the dampers and possibly the door to create a strong draft.

15. Don't investigate escaping gas with a lighted match or open-flame lamp; turn on an electric light or use a flashlight.

Slipping and *falling* are common and serious accidents in the home. People fall down stairways, stumble over toys, and slip on slippery floors and in the bathtub. Their injuries extend from a "barked shin" to a broken back. Such accidents can be avoided to a large extent by the following measures:



Mary Eloise Stone and Practical Home Economics

Matches are safe if they are put out by water.

1. Make the rugs and carpets secure on the floor.
2. Put furniture in place before going to bed at night.
3. Remove all toys and small objects from the floor.
4. Use solid stepladders when reaching up to high places.
5. Use handrails on all stairs and keep stairsteps clear.
6. Turn on lights or use a flashlight for dark stairways.
7. Use a rubber mat in the bathtub, and get out of the tub carefully.
8. Close all bureau drawers and closet doors after use.
9. Use soap dishes for soap, never permitting soap, soap powder, or suds to be on the floor.
10. Have a flashlight within reaching distance of the bed, if the light switch is not so placed.
11. Clean up grease or other spilled substance quickly.

The electricity which makes our lives comfortable and convenient is the cause of many accidents, including fire. The following things should be observed in its use:

1. Use for electrical equipment only cords that are in good condition.
2. Disconnect all equipment from the wall or floor sockets when you are through using it.
3. Do not touch electric fixtures or switches when the hands or body are wet or are in contact with a metal object. Check especially the risks

Mary Eloise Stone and Practical Home Economics

Spilled grease extends an invitation to a fall.

of such contacts in bathrooms and at all sinks and lavatories, and get your parents interested in making these safeguarding changes.

Other precautions for accident prevention follow:

1. See that all gas burners are turned off as soon as you are through using them, and check them before retiring.
2. Turn out gas lights and other open lights before retiring.
3. Leave no needles, scissors, pins, or other sharp-pointed objects on chairs or other furniture.
4. Promptly dispose of broken glass, used razor blades, and broken crockery in the rubbish can or box.
5. Keep poisons labeled and in a special place—well marked and away from regularly used drugs.

TO DO IN CLASS

1. Make a list of changes in the care of your home that would make your home a safer place.

Most of the accidents occurring in homes can be prevented. Family members have a responsibility to see that safe conditions are provided and maintained.

2. Suggest practices that might easily result in fire accidents. Could these practices be changed? How?

8. What care shall we give our electrical equipment?

Our electric or gas range deserves this care:

1. Keep burners and pilot lights clean, flame openings unclogged.
2. Protect the enamel surface from sudden changes of temperature, from scratches and blows, spills, and acids.
3. Avoid overheating the coils of electric units and getting salt, soda, sugar, or soap on open units. Never touch open wire coils with anything metal.
4. Keep all parts of the range clean to help preserve it. Save fuel and time, making cooking more fun.
5. Be gentle with doors and hinges.

Our electric iron deserves this care for long service:

1. Be sure the electric iron or ironing machine is right for the current in the house.
2. Avoid overheating or getting electric irons or ironers wet. Don't drop a hand iron.
3. Turn off the electricity when leaving the ironing, even for a few minutes.
4. Keep ironing surface clean, smooth, and rust free.
5. Use an electric ironer on a special appliance circuit or use alone on the ordinary house circuit.
6. Disconnect by removing plug from the wall outlet. Never jerk the cord, as this may loosen the connection.

TO DO IN CLASS

Plan the regular weekly care of a piece of electrical equipment.

TO DO AT HOME

1. Repeat at home the cleaning jobs done at school: sweeping and dusting; cleaning magazines, books, and ornaments; cleaning the bathroom or parts of it; cleaning the pantry and cupboards; cleaning silverware; and other jobs.
2. Assume the responsibility for certain jobs in caring for the house.
3. Clean the cupboard or chest of drawers at home or help a friend clean one in her home.
4. Do something to make your home more free from accidents.

4

Fun for the Family

It is hard to define family fun, since it differs with families. In one home, the father returning from work is seized about his knees by his three-year-old daughter, who pleads, "Daddy, Daddy, let's have fun!" Fun in this case is playing "big growly bear" on the floor, with the fun reaching its height when mother rounds up the players and announces that it is time to wash for dinner. In another home, where the children are older, the family gathers about the fireplace to read aloud or play authors or Chinese checkers. As the young daughter completes her book of authors or jumps her last marble into place, she shouts, "And do we have fun!" In still another home, such as that of our grandparents, perhaps family fun means listening to grand opera over the radio or playing a quiet game of chess. Family fun, then, may be either something we ourselves do or something we watch or listen to as others perform. In either case, the activity relaxes strain and tension, releases energy, and brings enthusiasm and zest to mind, body, and spirit. To make a wise choice of activities for family fun, we need to know which activities bring us and our families satisfactions and pleasure.

1. How shall the family provide for its fun?

We all know that the joyous mirth, the jokes, and the gay laughter that we associate with fun cannot be provided like a bag of flour or sugar. We cannot place an order for a certain amount of family fun two hours beforehand and be sure that it will be delivered. Provision for family fun requires careful thought and planning on the part of the family members.

Kansas Teacher

A trip to the "big store" to see the huge Christmas tree may be the way the family opens its Christmas festivities.

First we must understand the tastes and interests of the family members. If reading aloud contributes to the pleasure of the group, it may be a means of providing family fun. If reading aloud seriously annoys one or more members, this means of entertainment should be counted out. If several members of the family are musical and enjoy playing together, the family orchestra or chorus may be a means of family fun. If the musical sense is lacking in the group, discords of several kinds may attend such efforts. If the family members are athletic and enjoy hiking and cycling, these activities may add to the family fun. If our idea of hiking is a walk out to the front sidewalk, active sports have little appeal.

Even when we know the tastes and interests of our own family, the matter of moods may make a game of chance of the planning for family fun. An unhappy day may leave one in no mood for a lively adventure story or for losses in chess or some other game. Of course we all want to master our moods, but we need help in doing this. At any rate, we can see that sensing the family's mood is important in making successful provision for family fun.

Plans for fun should be such that all members of the family, from the youngest to the oldest, can share in some part of it. This may mean that a variety of games should be included in the playtime. Before Sammy and Jo go up to bed, a game of "pick-up-sticks" and a chapter in *Huckleberry Finn* may be shared with the older family members. After they are gone, father, mother, and the older school daughter and son may enjoy contract bridge or rummy, or may listen to a favorite radio program. The evening's enjoyment, thus, has been shared by everyone.

The development of family members may come through sharing in family fun. Does this seem strange? If we stop and think for a moment we soon realize how much of our sense of fair play has come through home games. Cheating at checkers just is not done. Playing out of turn

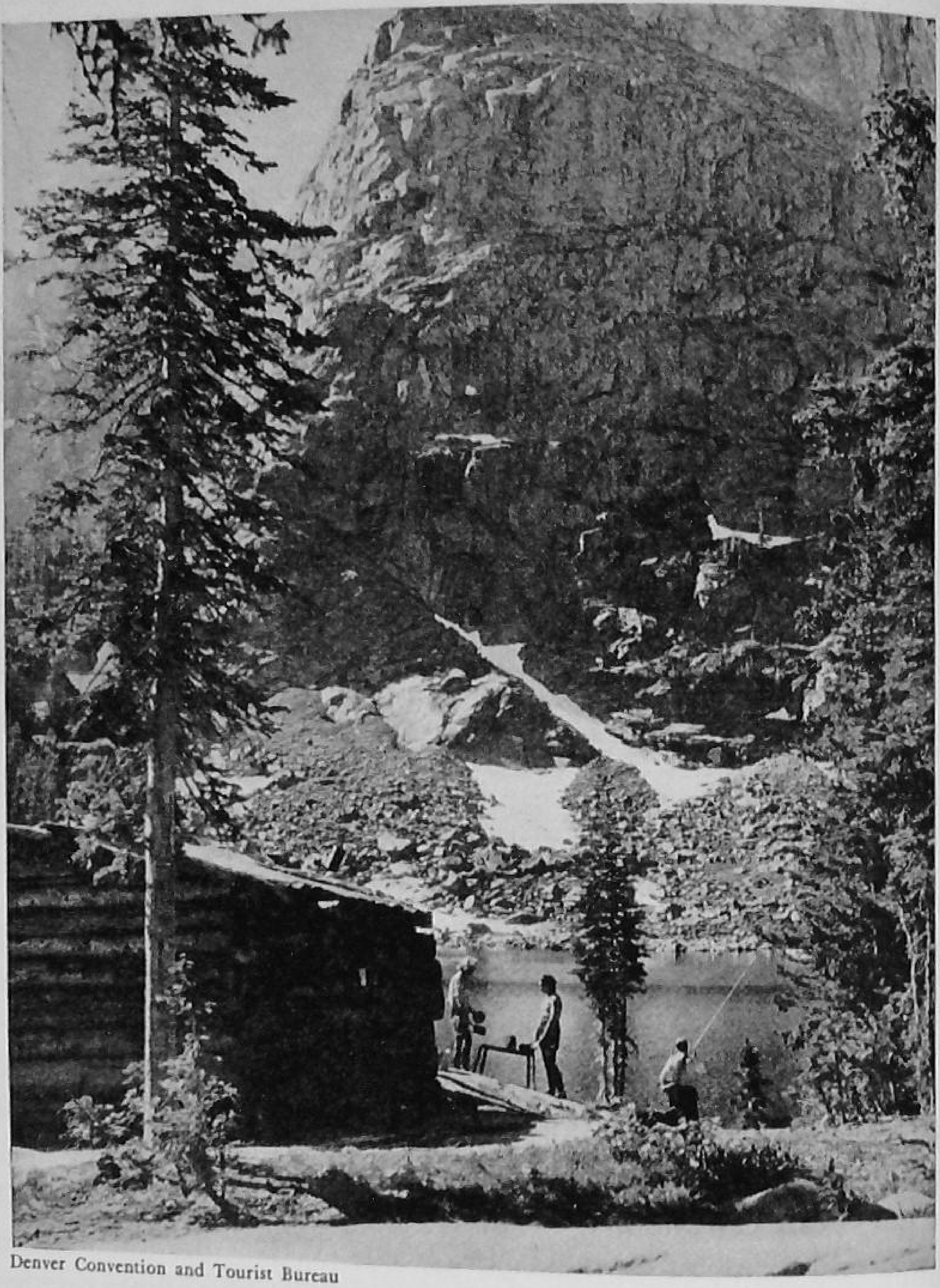
Elizabeth Hopkins

Games and hobbies have a place in this family's evening get-togethers. Through a sharing of interests the family members appreciate and enjoy the company of each other.

soon puts us out of the game. Peeking at cards or dominoes quickly brands us as a spoil-sport. Thus our sense of fair play and respect for the rules of the game have grown as we have played. In the same way our knowledge of books and music may be increased through hours of family fun spent reading aloud or listening to music.

Family fun may help us to share in the fun of other families and in the fun of the community. If we learn how to sense the moods of our own family members we will be better able to understand the moods of people outside our family and will be more willing to fit into the plans others may make for fun. Also, having played games at home, we know the rules and are not shy about playing games with others. If we have had our share of winning and losing at home, we do not feel too victorious or disappointed over our share of winning and losing away from home. In other words, we learn not to take the game too seriously.

A wide variety of activities should be included in the provisions for family fun. Some of these may take the weeks of summer vacation for a motor trip or a canoe trip for the family. Preparation for such a trip may take much family planning before the trip becomes a reality. The planning as well as the trip may be family fun. Other provisions are



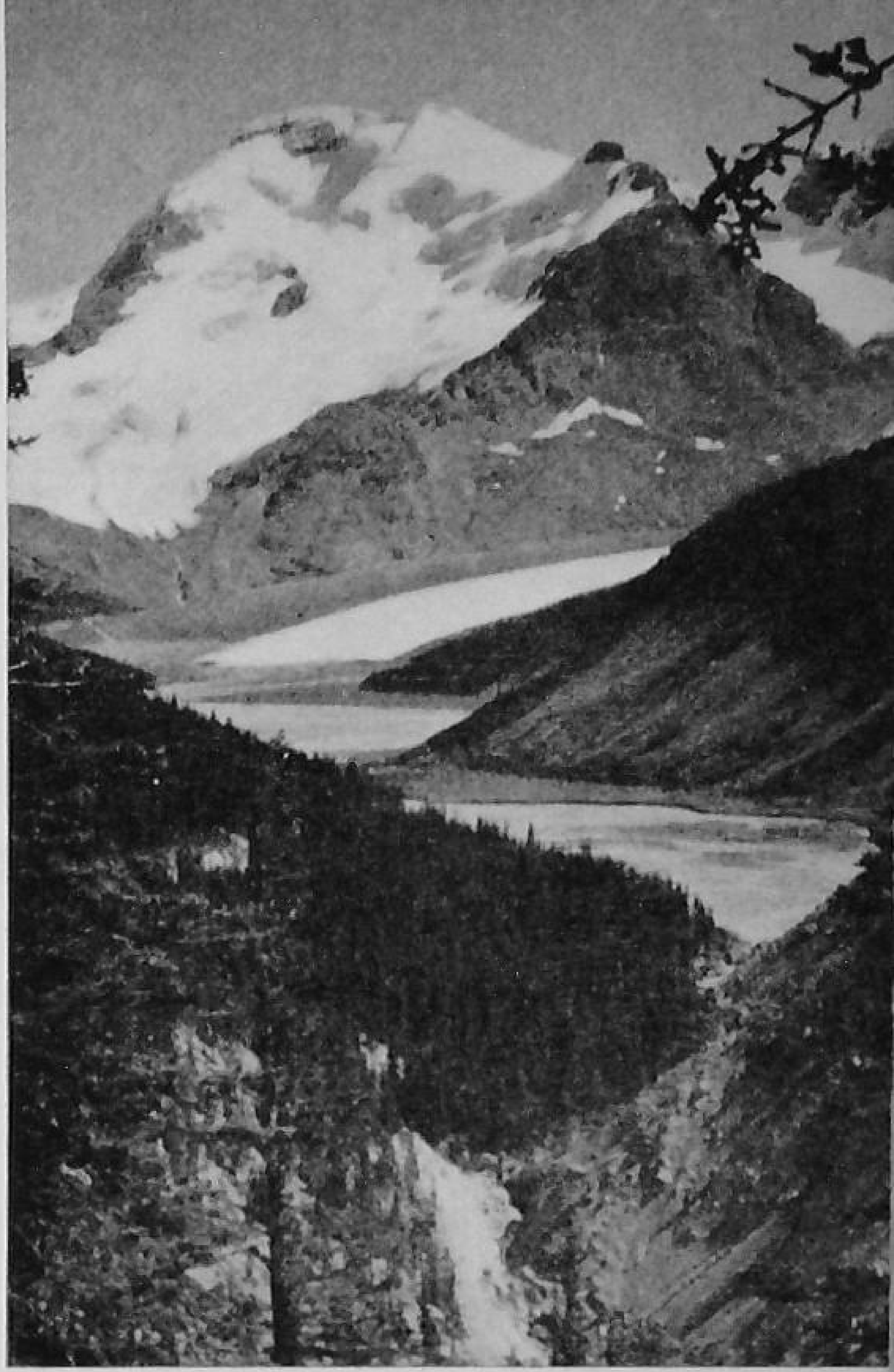
Denver Convention and Tourist Bureau

Family vacations spent together contribute to family fun and leave many happy memories of the good times shared.

made for week-end holidays and those special holidays which we remember so happily. Still other activities are enjoyed day by day. Already we have mentioned several games suitable for daily use in family fun, and there are many others. Table tennis is another of those suitable for indoor enjoyment. Out-of-door games include archery, croquet, tennis or badminton, and horseshoes.

Many families find that growing things makes gardening a real adventure in family fun. There is a chance for learning together, working

together, and creating beauty together in a garden on a town lot as well as on a farm. The pleasure of a garden extends long after the summer is over. Seed catalogues, plans for borders and flower gardens, and books on gardening keep this kind of family fun going from season to season throughout the year. Interest in making things has prompted many families to have workshops in their homes. Hobbies that may be shared by the whole family are refinishing furniture, weaving rugs, and hammering metal into rings and bracelets. If one can plant, weave, play games, read, and create or listen to music, happily sharing these experiences with other family members, there is little danger of these persons finding either their personal or their family life monotonous or boring.



Perhaps the family group would most enjoy a vacation in the mountains.

Any family can improve its provisions for family fun by wise planning. How shall this be done? First let each family member list in two columns the things he would like to do for fun daily and weekly. Then let a few days pass while he considers other activities that he would be willing to accept as substitutes for some of the activities he first listed. From such lists made by all members of the family, it will be possible to see the bases for planning family fun.

Next the whole family might consider what its members could do together for shared daily and weekly fun, and make a family list similar to the ones made by each member. Then the family group might scout for other group activities which would provide as good or better family fun than those first named, and revise the family list on the basis of what they found. Doubtless some of the things listed by members for their personal fun would prove better, or as well, suited to family fun. Such items as reading aloud, presenting riddles, sharing card games, playing table tennis, and ice skating might be shifted to the family list or they

H. Armstrong Roberts

Besides providing amusement and family fun, table tennis may be a means of learning a deeper sense of fair play in all our contacts.

may have a place on both lists. Likewise, certain activities proposed for family fun may be transferred to the lists for the personal fun of family members. For example, collecting miniature horses, may, in the early stages, appeal to one family member only. As the collection grows, it may take on meaning to the whole family. Soap carving may amuse all the family members and create general enthusiasm when first presented.

To launch a family fun program, or even a personal fun program, there must be places to play in our homes, times when there will be family members and friends with whom to play, and the necessary equipment for the projects accepted.

Massie—Missouri Resources Div.

Part of brother's fun and that of his family lies in his telling of the adventure of this day!

What indoor space is available for our favorite hobby? Adequate, fair, or none?

What indoor space is available for family fun in our home? A game table that may stay up? A "rumpus" room or a den? Space for table tennis in the basement? Are the supplies and equipment needed for the various activities the family has listed readily available?

What outdoor space is available for outdoor games, as horseshoes, shuffleboard, or deck tennis? Is there an outside fireplace about which group activities might center?

What expenditures, if any, would have to be made to launch a family fun project in our home? How far can we go with what we now have?

When we have answered these questions, we may look at our community to see the ways in which it may extend the "fun" facilities of our homes. Is there a zoo where the antics of the monkeys will make for contagious mirth among the family members? Is there an art museum to which the family may return again and again to enjoy together beauty that artists have created? Possibly there may be art classes for those who choose painting as a hobby. Is there a public library from which books are freely available for personal and family enjoyment? Is there a community band and orchestra in which musically gifted fam-

ily members may seek membership and to which all members of the family may listen on concert nights?

What provision does our town make for active sports, such as baseball, softball, swimming, skating, tennis, archery, and bowling? Perhaps the facilities are at hand and are being used by family members. If there is a general interest among the family members in one or more of these activities, planning to make these shared family experiences adds greatly to the family fun.

Christmas festivities are fun for each family member.

Provision for family fun may include plans made by the family for the "long" week-end vacation of four days or so, the special holiday trip to grandmother's or to Aunt Selena's at Thanksgiving or Christmas, as well as the summer vacation trip of two weeks to the national Capitol, or to one of the state or national parks. One family has made a list of trips it wishes to make to points of interest in the home state and adjoining states so that it is never at a loss over plans for the long week end. Its members know where the territorial capital of the state is located and something of the stormy sessions that were held under its roof; they are familiar with the early trails that cross their state and with their influence on the opening of the West. They know of the different traditions in the adjoining states and of the beauty spots readily reached within and without state bounds. Their choices of spots for quiet vacations are influenced by the seasons of the year and group fancy.

The choice of plans for the annual vacation differs with the family. One family may choose to rough it, hiking on high and lonely pack trails of lofty mountains, carrying their supplies and personal equipment on burros, camping by a mountain stream, sleeping under the stars, and sharing in the work of the expedition.

Another family may choose the simple comforts of a tourist cabin for their settled headquarters, and the family group may go forth from

Kansas Industrial Development Commission

Many families find shared satisfactions and memories in sailing together.

there to interesting trails leading up to mountain heights by placid lakes and rushing streams. Still another family may desire the comforts of a modern hotel and the interests of the museums, the historic points of interest, the stores, the beaches, and the ballgames of a large city for its vacation fun. Each vacation will bring interest, growth, shared enthusiasms, and happy memories to the family members, only if in each of these activities there is opportunity for each to express himself creatively. This is most important.

There are many things planned as entertainment, such as movies, radio and television, watching ballgames, and others like these, in which the person who watches and listens has no other part in the program. We may enjoy some fun or entertainment at which we are spectators, but we also need to be participants in making our own fun.

Provisions for family fun should be in keeping with the family funds. Fortunately there is no direct relationship between the amount of money spent and the amount of fun enjoyed. We may have a merry time and spend very little. Common expenditures for fun include those made for a radio, books, magazines, games, game table, tools and supplies for gardening, and tools and supplies for wood and metal work. We may pay as little as $9.95 for the radio. We may spend as little as ninety-eight cents for a game table and ten cents for a game of dominoes. Other games, such as anagrams or bingo, may cost one dollar. A homemade table for table tennis may be built for a few dollars, or a

ready-built one may be bought at a higher price. Usually it is lack of thought rather than lack of money that prevents adequate provision for family fun.

A definite time should be set aside for family fun. In some families the hour directly after dinner is the most satisfactory. In other families certain evenings of the month are held for family fun, and no engagements are accepted by family members for those times. Being together as a family is held to be quite as important as a meeting of father's service club or mother's card club.

TO DO IN CLASS

1. Select a family that you know. Show how the tastes and interests of the members influence the family fun.
2. Select a family consisting of adults and children. Plan in a general way this family's fun for one month.
3. Estimate the amount spent during the month for this family's fun.
4. Plan a score card for judging the family's provision for fun.

2. How can conversation contribute to family fun?

The ability to carry on good conversation is regarded as a mark of an educated person. Unfortunately this ability is far too rare at the present time. The many short cuts used to convey ideas prevent us from speaking "clearly, pointedly, and exactly" as our grandfathers tried to do. The use of "whatch-you-ma-call-it" and "thing-a-ma-jig" as the main part of a sentence does not make a brilliant conversation that gives pleasure to the listener and growth to the speaker. One might as well try to express noble ideas in baby talk. If we are to converse well, where shall we get our practice and who shall help us?

The family has an important responsibility in developing in its members the ability to carry on good conversation. Its opportunity for doing this is greater than most of us realize. The members are together frequently. The group is small and an informal situation exists. Members are so interested in each other that they bring to the group the news

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By playing together regularly, family members come to know each other better, to have great satisfaction in their family, and to build pleasant memories. All these things are well worth making provision for family fun.

with which they are all concerned. There are many subjects that may be the basis of most interesting conversation. Current topics of the day; books; magazine and newspaper articles; music, plays, and movies; and local events all furnish such fine possibilities that some families feel justified in levying a fine on members whose talk drifts to the "he said this" and "I said that" level.

Time is required to develop the ability to carry on good conversation —it cannot be done overnight. For this reason, children at an early age should be encouraged and given opportunity to have a part in the talk. When a timid one fails to enter in, he should be brought in by questions directed to him. Children very soon show the effect of such training, and often because of it they can express themselves better than many grownups.

Good manners should always be observed in conversation; bad manners should never be allowed. One person should not take up the whole conversation, but all members should have a part. Each should wait his turn and not begin until the speaker is through. Perhaps one of the satisfactions of listening is knowing that sooner or later the speaker will stop and your turn will come. Voices should be kept pleasing and all loud talking be avoided. Sneering and cutting remarks are always out of place. Those engaging in the conversation should not lose their tempers and become angry. When differences of opinion arise, they should be discussed in a friendly way. If conversation cannot be carried on thus, the subject should be changed entirely.

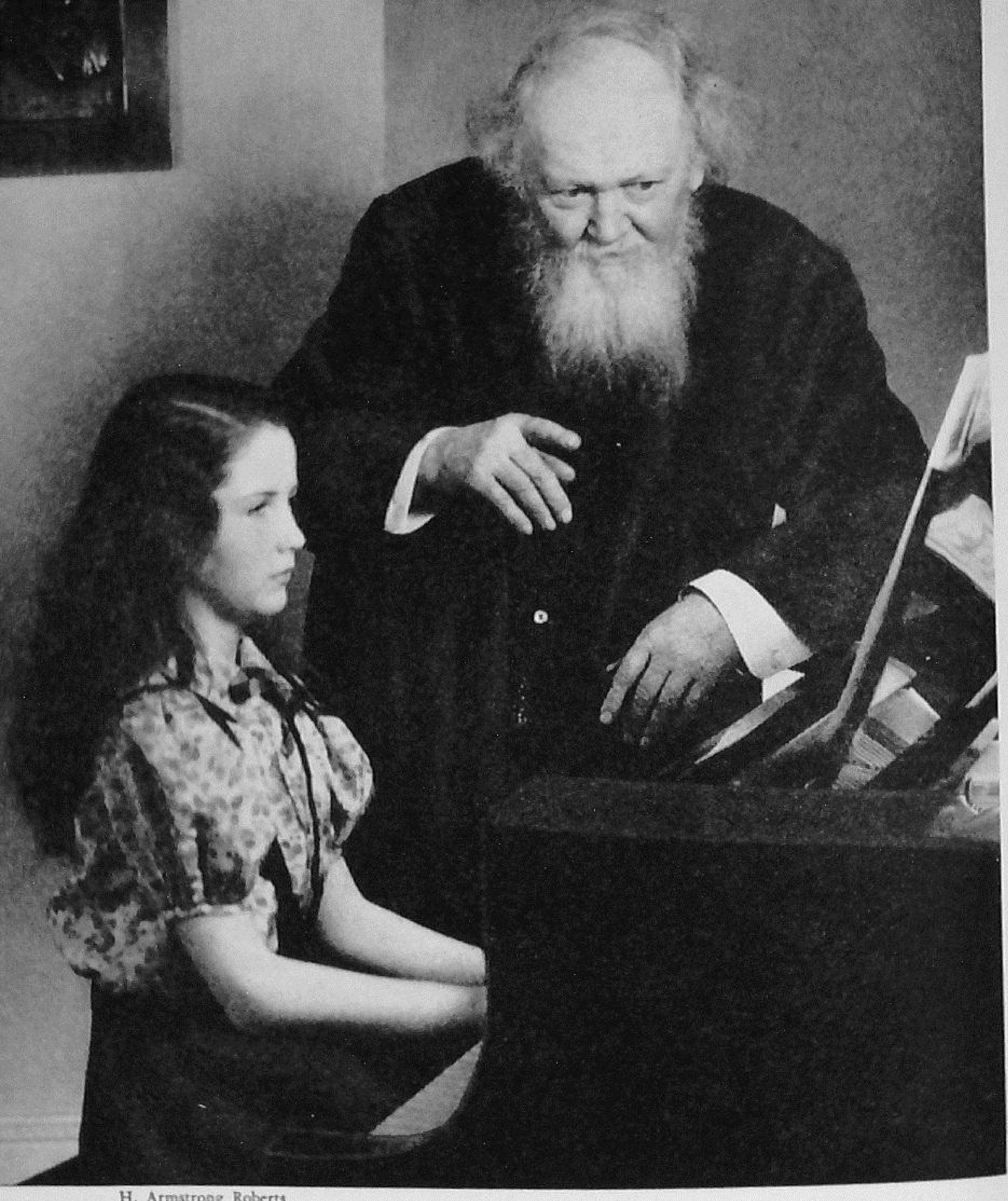
Further "don'ts" for good conversation include the following:

1. Don't ask personal questions.
2. Don't tell off-color stories.
3. Don't boast of yourself or your family.
4. Don't gossip.
5. Don't seem curious about the affairs of others.
6. Don't argue or contradict flatly.

Opportunity for conversation should be provided often in the family, even if the periods are for only a short time. Sometimes it is well to appoint someone to be responsible for directing the conversation. This gives family members good experience, and the opportunity should be passed around.

TO DO IN CLASS

1. Divide into "family" groups and practice carrying on a conversation.
2. Evaluate the conversation and make suggestions for improvement.



H. Armstrong Roberts

Music speaks a language which all can come to understand and love, and can add much to the joy of family living.

3. Try to improve your conversation for a given length of time. Report the results to the class.

3. How can music, reading, and drama be a means of family fun?

Music is a valuable means of family fun. It serves as both recreation and education. Enjoyment can come from taking part or from listening and being entertained.

H. Armstrong Roberts

Each member of the family is included in the plans for the family party. Here Jane and Tommy build a model town for their share in the entertainment.

Music is furnished by various family members by the playing of some musical instrument, such as the piano, the violin or clarinet, or by singing. One person may furnish all the music, or several may contribute. In some families all the members play instruments or sing, and a family orchestra or chorus is carried on. Radio and television furnish opportunity for the family to enjoy music and drama together. The musical programs and the comments of the critic may be listened to and then followed by family discussion. The phonograph, too, offers a good means of learning to appreciate music. The records are selected by the family members and can be played again and again.

Although reading is often considered a personal activity, it, too, can be made a family activity and a means of family fun. Like music, reading may be a means of both education and recreation. The reading together of books, plays, and magazine articles is most enjoyable. Each member can take his turn at reading aloud. If a play is read, a good plan is for the various family members to be responsible for reading the parts of different characters. The play then becomes more real to the readers. After not having been done so much as it used to be, reading aloud is

again becoming a popular pastime. Certain evenings in the week or month can be set aside for a period of reading together. These need not be long. Some families prefer frequent short periods rather than the longer occasional ones.

A certain family organized itself into a reading club which met twice each month and was conducted as a real reading club. This proved a source of much pleasure to the family members and also contributed to their education. It was started when the children were young and continued until they were grown. As a result of this family reading club, all the members now have a wide knowledge and appreciation of literature. Discussion by the family of what was read together was a source of much pleasure.

Some families prefer individual reading to reading together. In this case each member reads the same book, play, magazine, or article. When all have finished it, a discussion is held and plans for the next reading are made.

Families should make greater use of music and reading for family fun. Music and literature speak a language which all can come to understand and love, and they can add much to the joy of daily living.

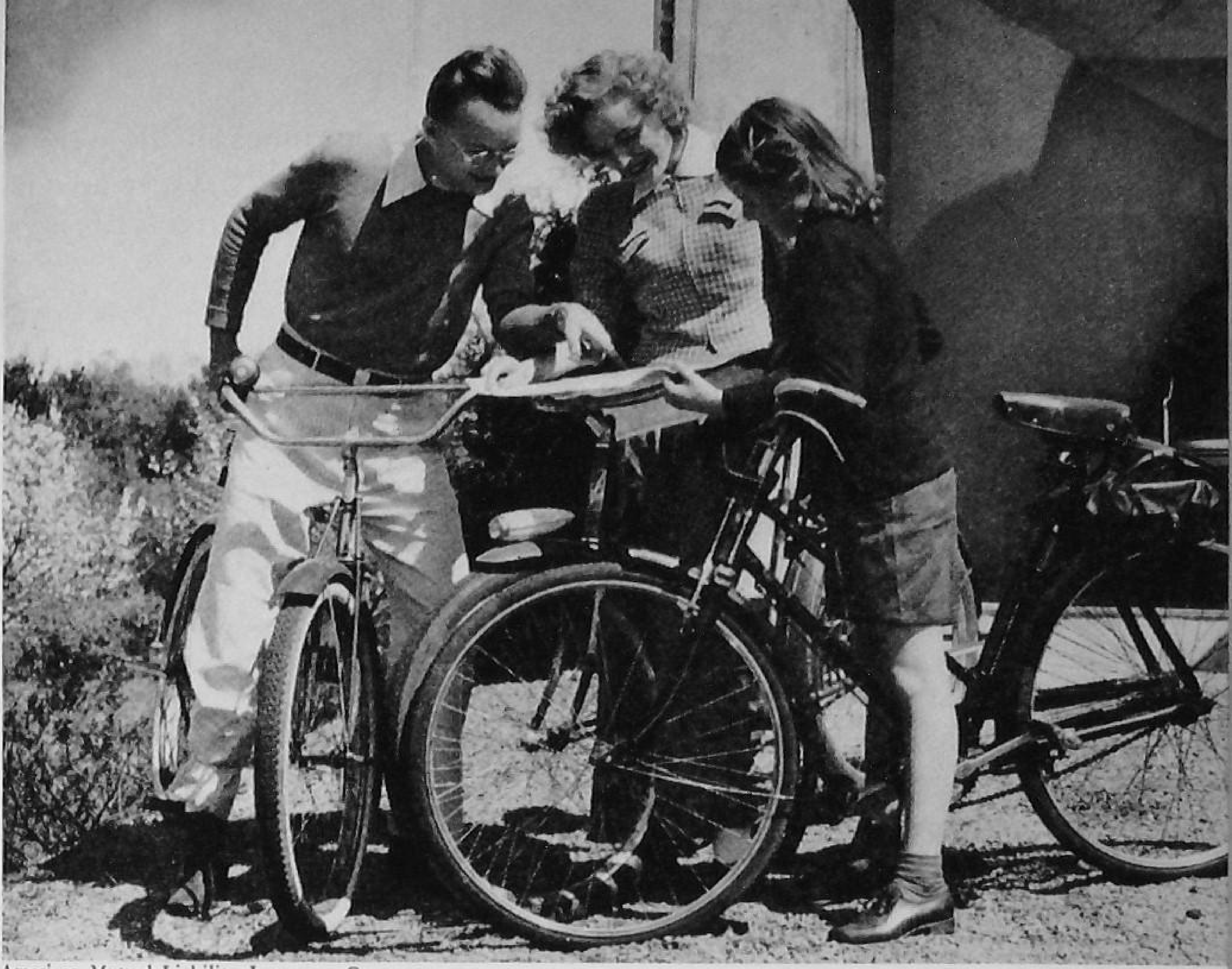
TO DO IN CLASS

1. Make a list of radio musical programs that you would recommend for family fun. Give reasons for your choice.
2. Make a list of phonograph records that would be a means of helping a family learn to appreciate music.
3. Imagine that the class is a family. Plan and hold a music-appreciation half-hour.
4. Name books you would recommend for a family reading club.
5. Form into a family reading club and hold a session of the club.

4. How shall we plan a picnic for the family?

Some families enjoy picnics so much that they have them often throughout the summer months and on into the fall. The long days make it possible to go in the afternoon and stay until late in the evening.

To start the picnic as a family affair, the plans should be made by the group. The responsibilities that each member will have should be agreed upon, and everyone, even the youngest, should have some task assigned to him. The time and place for the picnic should be decided



American Mutual Liability Insurance Company

Off for a ride or a picnic—over the hills but not too far. Fun for the whole family!

upon in relation to the desires of the whole family rather than to those of any one member. Guests should be invited only upon decision of the group as a whole.

The activities to be carried on for fun should be planned either by the group or by certain members. Any equipment needed for fun and comfort should be assembled and taken along. Cushions and blankets needed for rest should be included in the list. Games that are suitable for the family picnic include softball, for which a softball and a bat are needed; the ever popular game of "catch"; horseshoes, for which four or six horseshoes and two stakes are needed; and speedball or basketball, for which the proper ball is needed. Tag and hide-and-go-seek can be played by a small group. Such games as drop-the-handkerchief and London bridge are also enjoyable, although the number of people required to play them is more than we find in families today. These games are good for those times when two or more families go together for a picnic.

The means of going to the picnic spot, whether by walking, by bicycle, by car, by streetcar, or by bus, should be decided upon by the group.

Corning Glass Works

Simple food for a family porch supper or picnic.

Some members may wish to go one way and some another. In any case, plans should be so made that people, equipment, and food arrive on time at the place agreed upon.

The clothing to be worn may have to be discussed, unless regular picnic outfits are owned by the family members. The clothing should be comfortable and of the sports type. One should never wear her best clothes on a picnic.

Matches, always, and usually kindling, are needed for a picnic. One person should be given the responsibility of providing these.

The food is an important part of the picnic, so the menu should be carefully planned. Appetites are usually greater in the open, so plenty of food should be provided. Foods that are easily packed, carried, and eaten should be chosen. Most of the food is prepared and made ready to serve before the lunch is packed. The meal should be sufficient in quantity and well balanced. The essential foods should be included. The food should be well prepared and made as attractive as possible. Drinking water should be taken from the home unless one is sure that safe water can be obtained at the picnic site.

Corning Glass Works

Making ready for the family picnic is half the fun.

Here are two picnic menus:

Meat sandwiches
Peanut butter and cucumber sandwiches
Potato salad
Carrot and celery strips
Apples and bananas
Fruit drink

Fried chicken
Potato chips
Combination vegetable salad
Bread-and-butter sandwiches
Pickles and olives
Fruit and cookies
Coffee or milk

Families who often have picnics should have special equipment in the way of baskets, vacuum jugs, dishes, and silverware for this purpose. It will make the picnic meal much easier to prepare, pack, and serve. Many use paper dishes and napkins, thus lessening the dishwashing. Some families use special coffeepots, broilers for steaks and wieners, or pancake griddles, so that the cooking of favorite picnic foods may be done without damage to regular household equipment. Using good china, glassware, silver, and linen for picnics always causes concern. It usually spoils the fun to have to worry about safe returns.

The picnic is not over when the food is eaten. There are yet many "kitchen-police" jobs to do in order to clear the food away and pack up. In this work, each family member should share or take his turn.

Corning Glass Works

Ready to honor Thanksgiving Day with a flourish!

TO DO IN CLASS

1. Divide into family groups and each group plan a picnic for the "family."
2. Plan a picnic for your own family.

5. How shall we plan a party for the family?

A party for the family! What could be more fun? We think of a party as an entertainment to which we ask guests. Here is one for just the family. Some families have found parties such fun that they have them as birthdays come to the family members.

As was the case in preparing for the picnic, the group should make the general plans. The responsibilities are then divided among the different members. The time for the party should be suitable for all. After these things have been agreed upon, each should feel it imperative to reserve that time for the family fun. The party should be such that all members can enjoy it. The amount of money to be spent should be agreed upon and the party expense kept within that allowance.

The entertainment for the party should be carefully planned. If games are to be played, the needed equipment should be assembled. If contests are to be used, they should be prepared and any needed equipment provided. If group singing is to be included, the words and music should be either known or copies made ready.

The entertainment at a party for the family can be very much like the entertainment which we provide when we have guests in our home. There are many good books which we can read to find ideas for such entertainment. Contests are especially enjoyed, and many families use them frequently, even without a party. Contests may deal with any and all types of subjects: history, geography, current events, art, music, and science. Some families use current-events contests to check their information on the events of the day, or they use a music contest to test their knowledge of music. After completing the reading of a book or play, a contest on it is great fun.

A guessing contest is popular. There are all kinds—one guesses the number of beans in a jar, where some object is hidden, or what is wrong with a certain picture. Matching contests are interesting. They consist of two lists of words, the like ones being put together. Sometimes objects are matched with words that describe them. The contest is made more difficult by adding to the list extra words that do not match. An example of a matching contest is given here. **Do not write in the book.**

Write in each blank the word from the right-hand column that belongs with the word at the left of the blank.

Needle	________	Water
Bread	________	Point
Crackers	________	Cake
Ice cream	________	Eye
Hook	________	Ear
Soap	________	Cheese
Tree	________	Butter
Box	________	Bark

A completion contest is one in which words are omitted and a blank placed there instead. The problem is to supply the missing word. These may be a series of unrelated statements, or a little story can be made in which the correct words are to be inserted in the blanks. The words to be supplied may be all of one type or they may be varied.

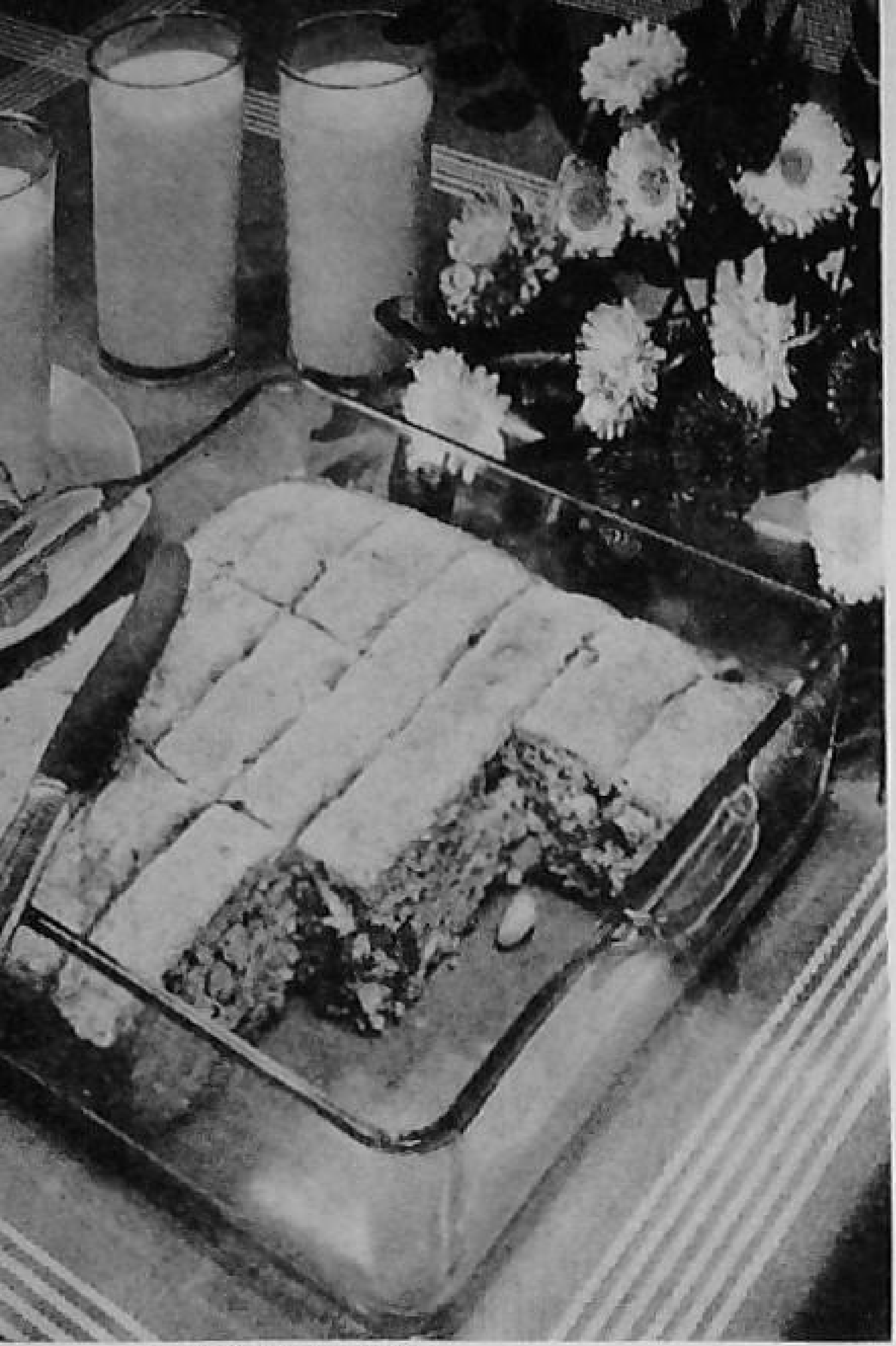
The refreshments should be planned and then prepared before the time of the party. Refreshments for a family party are kept very simple. Sometimes only one food is served, such as popcorn, apples, fruit juice, or candy. If more is desired, some pleasing combinations are cider and cookies; cocoa and graham crackers; fruit salad and whipped cream; and caramelized milk and cup cakes. Whatever the refreshments are, they should be attractive and correctly served, as at any other party.

TO DO IN CLASS

1. Divide into family groups and each group plan a party for the "family."
2. Plan a party for your own family.
3. Plan and prepare a contest that would be suitable for a family party.
4. Select three games you believe suitable for use at a family party. Give the reasons for your choices.

6. *Who is responsible for the family's fun?*

Family fun has been described as including the joyous mirth, the jokes, and the gay laughter of the family, as well as the quiet enjoyment



Corning Glass Works

Simple refreshments add zest to family fun.

of just being together. Fixing the responsibility for so much of all that makes life worth living is not easy.

In ancient times, the responsibility of providing the mirth, the jokes, and the laughter of a large household or a court was assigned to a jester or fool. This person had a cap with bells and a mock scepter, from which his own face grinned back at him in a silly manner. He was allowed great freedom of speech, and he was regarded as successful if he could keep everyone merry and gay. No one but the jester was supposed to act the fool. Then, as now, young people were told, "Now don't act the fool." Today in our homes, we have no jester to provide our fun, and we are not willing that any one member of the family play such a part. The task of making family fun, then, belongs to no one person but to the whole family group. As was the case long ago, all family members must help by their attitudes, so that what is meant to be fun will be fun. A clever joke, stunt, or story may be spoiled by the way it is received.

Each member of the family must believe so sincerely in the importance of having fun together that he is willing to take time and make an effort for it. Small brother, who sadly wonders why no one has time to play a game with him; father, who would like someone to play for his singing; and grandfather, who wants an opponent in chess—all are expressing a desire for a share in our time for family fun. If we really believe in it, we will find no great difficulty in making time for doing these things together. For our family fun we must be willing to carry any responsibility, either large or small, for the sake of the pleasure of the group.

We must each be eager to serve as a member of the group—not as the king, nor yet as the jester, but just as a family member. Today we know that family fun is something that must be shared and carried on by every family member if it is to be truly family fun.

TO DO IN CLASS

1. Select a "family." Decide what responsibilities for family fun each member could assume.

2. Plan the assignment of these responsibilities for a given length of time. Be sure that one person does not do the same thing all the time.

3. Decide what responsibilities for family fun you could assume in your own family.

TO DO AT HOME

1. Participate in conversation at home and other places outside of school.
2. Score your family's provision for fun.
3. Conduct a family reading club at home.
4. Conduct a music-appreciation contest at home.
5. Interest the family in a family night and help put it over.
6. Participate in a family picnic.
7. Participate in a family party at home.
8. Plan and make some games for your family to play.
9. Plan an outdoor party for your family, such as a picnic in the park or a steak fry. Carry out your plans.

5

Helping to Care for Younger Children

Children are a long time in growing up. Many years must pass from the time they are born, when they are entirely helpless, before the time comes when they can take complete care of themselves. The number of things they first do for themselves is very small. Gradually these increase, until, as grownups, they can do everything for themselves. Nothing is more interesting and fascinating than watching children develop. The tiny baby waving his arms and legs, the older baby toddling here and there looking for new experiences, and the six-year-old child starting off to school all furnish interest, ever new and enjoyable.

Guiding and directing young children in their growing and learning is an important responsibility of the older family members. It is essential that this be done in the right way. Much of the happiness and later success of family members depends upon how children are directed during these first years of life.

1. What care do children need?

Caring for children is a big job which is made up of many small ones of all types and kinds. It requires much time. Studies show that as much as five or six hours daily are given by mothers to the care of infants. This time is not all given at one part of the day, but stretches out during the whole twenty-four hours. In addition to the care the mother gives, other members of the family give as much as one and one-half hours daily. The babies in these studies were in good health. Sick ones would require even more time. The care does not end with babyhood. The tod-

Boston Museum of Fine Arts

The care of the sister for her baby brother is beautifully expressed in this statue by Rodin.

dler makes demands on the mother and the other family members. The need for care continues through the preschool days, decreasing little by little as schooldays begin.

Children have definite needs that must be cared for properly if they are to grow up as they should. It is the responsibility of the older members of the family to see that these needs are met and that the children receive the right kind of care.

Children need the right amount of good, wholesome food. It should be well prepared and served at the proper time. The children should be considered in the planning of the meals and their food needs provided for in an adequate manner. The children should be included in the plans for serving the meals. Some families find it desirable to have a special table for the young child or children. Others prefer to seat the young children at the family table.

Children need a good home, one that permits their best growth and development. The house should be clean and properly cared for. They need a warm place to live in the winter and a cool one in the summer, with plenty of fresh air and sunshine all the time; they need a place to romp and play; they need rest and sleep; they need a place where complete rest and sound sleep may be possible.

Children must be properly clothed. Their clothing should be comfortable and should permit freedom of movement. It should be easily laundered and cleaned. It should protect them from the cold in the winter and help keep them cool in the summer.

Children must be kept clean, but without making cleanliness, instead of the happiness of the child, the goal. Play and all the many things children must do in order to know the world in which they live seem to bring them dirty hands and dirty clothing. Before we call, "Now, don't get yourself dirty," we must remember that for a child a certain

amount of dirt goes with enjoyment. The way the child feels about being too clean has been described thus:

> Over the daisies and through the long grass,
> Dirty but happy, gay little lass.
> Dressed up for company, dull hours pass,
> Clean but so wretched, poor little lass.

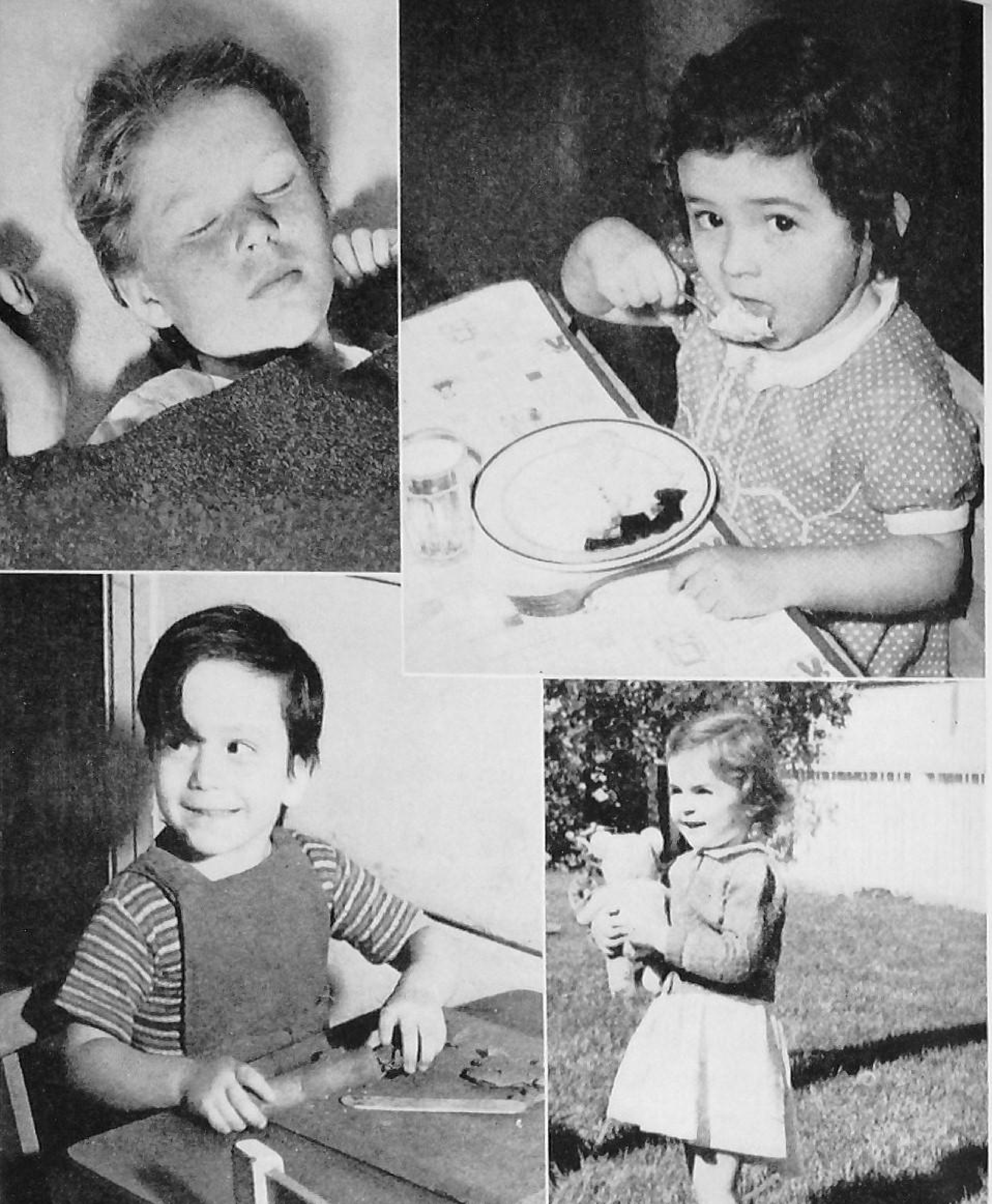
Children should be kept reasonably clean, but not to the extent that they are not permitted to play and do the things which children like to do.

Children must be protected from danger. Danger is not a wolf hiding by the door, but it is the thousand and one chances for harm that come in everyday living. The home and community should do everything possible to prevent harm coming to children. The number of accidents to children in the home and the community is far too large for us to feel satisfied with present conditions. Young children should be watched during their waking hours. They do not know that fire burns them, water drowns, and cars crush. They must have personal attention if they are to be safe.

Children need to be out-of-doors. Those who live in cities and large towns may not have a safe place to play close by. It may mean that someone must take them to a park or playground and watch to see that they are in no danger. Even in one's own yard it may be necessary to watch a child at his play.

Children need help in their play. Play is essential in the development of children, and they should engage in the right kind. Children ought to have stories read and told to them. Through these their lives are enlarged and enriched, their imagination is developed, and many ideals are established. The child must wait some time before he can read for himself. He needs this education long before.

Good habits must be formed, and desirable personal qualities must be developed. The little child has no sense of "mine or thine"—he does not know the difference between his things and those that belong to others. He does not quite understand the difference between what he imagines and what is true. To his mind, the big, black, growling bear which he says he saw in the closet is real. He must have help if he is to understand the difference between real and unreal. Perhaps you have seen classmates who sulked and pouted when they could not have their own way, or others who wanted to be the "whole show" all the time. They had lacked the help they needed to make them develop desirable



San Jose Schools; Catherine Jaccard (bottom right)

Proper rest, a balanced diet, and exercise are necessary to good health.

personal qualities as they grew up. The child must learn to obey and live with others successfully. The right type of direction makes all this possible.

Children need love and affection. They are sensitive to our attitudes.

Disapproval, teasing, and making fun of them make them unhappy and hurt their growth. We must learn to be affectionate and considerate without indulging and spoiling them. It may seem strange to include showing affection as a job to be done, but placing it here may emphasize the need for it; to show affection wisely, thought and effort are required.

TO DO IN CLASS

1. Observe a young child for several hours. Make a note of all the things that were done for him by others.
2. List the most important things that must be done for young children. Give reasons for the ones selected.
3. Describe your idea of a well-cared-for child.

2. What is our responsibility when there are children in the home?

One of the first responsibilities in regard to children in our home is that of helping in such ways as we can with their care. There are so many jobs included in this that no one need lack a means of helping. Perhaps help in washing hands is what is needed, or taking the child for a walk, teaching him a new game, or staying nearby while he naps. Whatever the job is, the doing of it will be interesting and of value to us if we allow it to be. Sometimes the child needs care that can best be given by the mother. In such case, we should relieve her of some other responsibility and thus give her time for the task. Some of these things that we can do to free time for the mother are setting the table, washing and putting away the dishes, preparing part of or all the meal, mending hose, helping with the laundry, cleaning the house, and marketing for food. Often the mother finds it gives her rest and joy to turn from household tasks to those of child care. So we can help her and also carry our own responsibility by sharing these tasks.

We all have a responsibility to help carry out the parents' plans for the training and directing of the children. Our help in this is absolutely important if the children are to develop into well-adjusted persons. For the parents to act one way toward a child and for us to act in just the opposite way is very bad. Even though parents have not planned too wisely, a child should not be upset by conflicting directions from others. Any changes in the child's management should be made as easily as possible and by the parents. Talking about these changes should not be done in the child's hearing.

We should avoid teasing children. Few things disturb a family more, and nothing is worse for a child's disposition. The child does not quite understand whether the teasing is truth or pretending. He is embarrassed because he is being laughed at. He is upset, and his actions are not his best. Even most grownups find it difficult to take teasing gracefully and happily. Children certainly should not be expected to do so.

Needless irritating of children is bad practice. Teasing often causes irritation as do certain other things. Among these are rudeness, loud talking, hitting, and continually saying "don't." The irritated child is cross, sulky, and ugly in disposition. We should not do things to make children so unhappy.

We should accept the fact that children have certain rights that should be respected. We should feel our responsibility to safeguard these rights. Children have a definite place in the home. They too are members of the family and are just as important as the older ones.

We should have the correct attitude toward children. We should not be jealous of them. Family life is not a contest for favors. If the younger children seem to have more time and attention from the parents, it is because they need it. We should try to be understanding and helpful. A helpful spirit should prevail between the younger and older members of the family.

All this does not mean that the younger members should rule the family, nor does it advocate the spoiling of children until they are not fit to live with others. It does mean that the older members have a responsibility in directing and guiding the younger members of the family so that they can take their place in the home satisfactorily.

Helping to care for younger children is good for us all. It is a means of increasing our interests, as well as of educating ourselves. It helps us to understand ourselves better. It aids us in improving our own personalities. It may be a means of earning some money in caring for a neighbor's child. It helps us to be better family members, through an increased understanding of some of the problems of the home.

TO DO IN CLASS

1. Make a list of the things you can do in your home or another's to free the mother's time to care for a young child.

2. Name some specific ways in which you can help in training and guiding some young child.

3. List the rights a young child has that should be respected by the older children and grownups.

3. What shall be our guides in caring for children?

If we are to care for children we want to do our task well and have it contribute to the happy, well-rounded growth of the child. Here are some guides to help us to this end:

1. The routine of a child's life should be followed. By routine we mean those necessary activities that are done regularly, and sometimes often, throughout the day. These include eating, sleeping, bathing, and playing. Routine is established early in the child's life. Any change from this disturbs the child and may harm him. We should do our best to keep the child in the established routine.

2. Desirable habits should always be encouraged, and bad habits, never. Sometimes an action appears cute and funny in a small child but would be punished severely in an older one. It is a mistake to encourage this action until it becomes a habit, for later the child will be forced to break it and suffer from its results.

3. The child should learn to help himself as early as possible and to the extent that he is capable. He should never be made a helpless person, expecting everything to be done for him.

4. The child should be permitted to develop as a person, but he should also learn to be a willing worker in a group. It is surprising how early a child can learn this.

5. The child should develop a respect for the property of others, and also for his own, as soon as possible. Learning this takes a longer time than some other things, but it is an important thing for every child to know.

6. The child should be let alone as much as possible and given freedom for development. Constantly scolding a child to let this alone, or not to touch this, or to come away from that, are poor ways to guide him. Positive methods with children are much better than negative ones. "Don't" should be excluded from one's list of words and "do" substituted. "Don't this" and "don't that" soon fall on closed ears. The child soon has little regard for the "don't" rules.

7. Punishment should be withheld until absolutely necessary. Preventing the need of punishment is always the better plan. When used, punishment should be constructive. That is, it should help the child to be a better person and to fit in his group and its rules. The child who finds that others will have nothing to do with him when he takes all the toys to himself, or when he scratches and bites his playmates, is

Consuelo Kanaga and Woman's Day

I can do this myself, thanks! Children are eager to begin doing small tasks for themselves and should be encouraged to do so.

usually more effectively punished than if he is spanked for his bad habit.

8. The child should not be told falsehoods. If it is not wise to tell a child the truth, then the subject should be changed. Lying to a child destroys his faith in the person. It is always a dangerous thing to do.

9. The child should not be urged constantly to hurry. Young children have no idea of time. For them it has no meaning. They do not understand what is wanted, and they are likely to become cross and irritated.

10. The cause of a child's behavior should always be sought. There is usually a reason for it. Sometimes he has not understood what was desired of him. Sometimes he may not like the way the request was made. Sometimes more was demanded than he could do. Other reasons, too, may be found.

The relations between children and those caring for them should be such that the children are calm, peaceful, and not greatly upset or disturbed. This means that they should not be frightened or teased.

TO DO IN CLASS

1. Using the above list as a basis for child care, add to or take away as you think best.
2. Write a paragraph explaining which of the above guides are easiest to follow.
3. List certain problems that are likely to result if children are greatly upset and disturbed.
4. Give an example of a child's misbehavior being caused by an older person's actions.

4. How can we help children to form good food habits?

Good food habits are the basis of good health in children. These habits should be formed very early so that the child may have the right start in health. Children need help in acquiring good food habits. Here we older members of the family can assist greatly.

Good food habits on our part do much to help children in the family form such habits. Children are great imitators. They especially want to do as the grownups do. If father and big sister drink milk and eat vegetables, little brother follows their example happily. The "do-as-I-do" plan works much better with children than the "do-as-I-say" plan.

Regular and adequate meals are important in the forming of good food habits by children. This practice should be adopted at the beginning of a child's life and followed as he grows up. His meals should come at a definite time. They should be sufficient in amount for his needs and should contain all the essential foods. His food needs are changing all the time. These needs should be known and provided for as he grows and develops. As a tiny baby, he needs six feedings of milk per day. Later, he needs four feedings. Orange juice, vegetables, cereals, and cod-liver oil are included, as well as milk. When he becomes a schoolboy he needs three full meals. The amount of food he needs increases as he grows. Milk, orange juice, vegetables, and whole-grain cereals will always be important in his diet, even after many other foods are added.

Well-prepared and attractive food helps in forming good food habits, and helps to avoid fickle appetites. Children's food should not be highly seasoned and flavored. The food should be attractive, so that the child is interested and wants to eat it. Often the way the food is served determines whether it is attractive. A pretty dish or a gay napkin may in-

Western Newspaper Union

A plate made up of common foods pleases the child.

crease his desire for the food. A "Mother-Goose" spoon or fork, or a bowl with a picture in the bottom, has been known to interest many a youngster in eating his food.

Another aid is for every family member to eat the food as it is prepared and served. If it is the family custom for everyone to accept the meal without comment, the children will do so too. Almost without effort this food habit is established. Little or no discussion of the food by the family members is a good plan to follow, unless one wishes to compliment or praise. Talking about our likes and dislikes of food at the table makes the meal unpleasant and helps in forming bad habits. If a family member does not care for a food she should leave it alone and say nothing about it. Many a young child has been "talked" into a food dislike by older family members.

A good food habit to form is no eating between meals by the family members except for the drinking of milk or orange juice. The children will copy the grownups. They can so easily acquire the habit of wanting candy and other sweets or soda pop between meals. Such things prevent them from eating a wholesome meal at the regular time.

Introducing new foods and new ways of preparation from time to

Evaporated Milk Industries

The small child's birthday party has simple food, but the occasion is filled with splendor for him. He feels his importance and is pleased with the good wishes of his friends.

time is a desirable plan. If this is not done, the habit of eating only a few foods will be formed, and we do not want this to happen. Children should be willing to try new foods and to learn to enjoy flavors and other qualities that are somewhat different.

The constant refusing of certain foods by a child may develop into a harmful habit, since in this way important foods may be omitted from his diet. We should try to find the reason for a child's refusal and then remove the cause. The refusal may be due to the child's desire to imitate an older person; it may be due to the things about him; it may be due to his desire for attention; and it may be due to the way the child is feeling.

Knowing the food habits which children should form is not enough. We should help them eat as they should until good eating habits are formed. We should discourage any exceptions and encourage only those food habits which are good.

TO DO IN CLASS

1. Observe a young child and see how much alike or unlike are his and his parents' food habits. What may be the reason for this?
2. Make a plan for helping a young child form a desirable food habit.
3. Talk with some mother and find out the method she used to help her children develop their food habits.

Massie—Missouri Resources Div.

Enjoyment of pets opens many doors to learning for children.

5. How can we help children in their play?

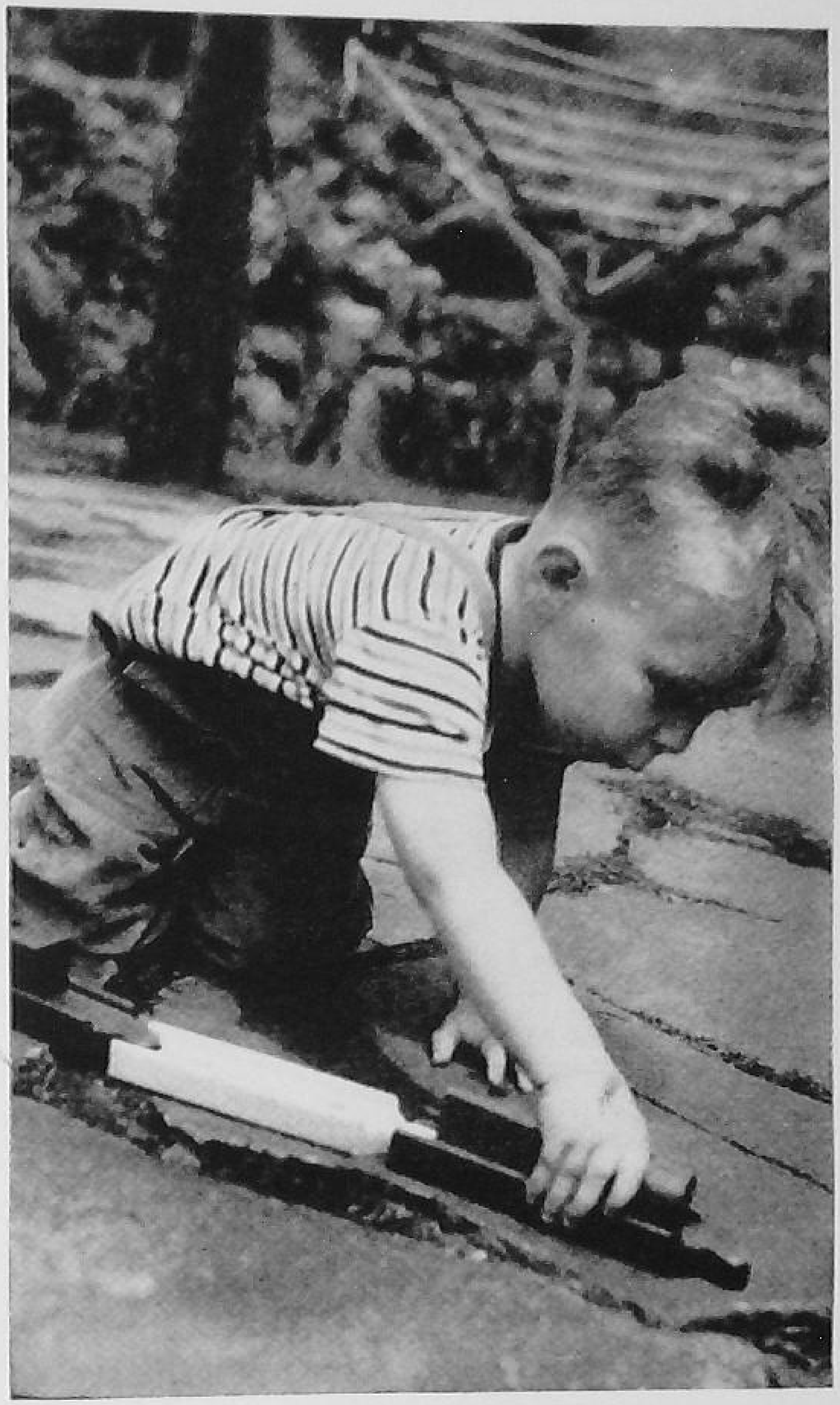
Play is essential to children. In addition to furnishing them fun, play helps them to grow physically, mentally, and socially. Children need help in their play so that it may do the most for them. If we are to give this help we must understand the part which play takes in lives of children and the right way to help them.

We should avoid bossing children in their play. When children are bossed they lose interest and come to depend upon others. Children should have the pleasure of planning and doing for themselves. If everything is all worked out for them, little is left for them to do.

We can take part in the games of children. This makes fun for both. In doing this, we should become members of the group and do the parts we are given. Nothing gives children more pleasure than for daddy or big sister to join in their fun.

We can help children learn new games and new ways of playing. This help is always well received by children. A game or way of playing is good to the extent that it helps the child develop physically, mentally,

or socially. It is good to the extent that the child can have a part in the activity himself. Games that help children develop physically are finger games, stick horse, ring-around-the-rosie, hide-and-seek, relays, races, and prisoner's base. Games that help children develop mentally are animal sounds; hunt-the-thimble; guessing games, such as hot or cold; card games, such as authors; lotto; pit; parchesi; pollyanna; and who's who. Games that help children develop socially are those in which several take part. Relays, card games of many types, baseball, soccer, clap in and clap out, and farmer in the dell are good for social development.



With imagination, simple toys become puffing, snorting engines.

We can help by obtaining new and different play materials for children. This is something they cannot do for themselves. Play materials should be such that they encourage some type of activity on the part of the child. If the playthings require an older person to operate, they are not good. If they are complete in themselves, or if they merely repeat performance and do not encourage progress, they are not desirable. If they are too difficult for the child to operate or if they have sharp edges or small parts that are easily pulled off, they are poor playthings.

Children should be encouraged to play by themselves. This ability should be developed as early as possible, as it is an important one for both children and grownups. Grown people who cannot entertain themselves are in a difficult situation. Children must also learn how to

H. Armstrong Roberts

Every little girl enjoys playing house. Clothes for her dolls are a source of great enjoyment.

play with others. The child who lives in a group of people much older than himself especially needs help in this, and it should not be left for him to learn when he starts to school.

We can encourage children to be good sports. It is most important that children learn early to accept success and failure in the right spirit. Children must be made to realize very soon that they cannot always have their own way. They should know how to give in to others and how to be good sports about it. Sometimes the family, eager to have only the best things for its members, prevents them from being good sports by emphasizing the rewards of success instead of the satisfactions from playing the game.

Whatever we do to help children in their play, we should not do so much for them that they become onlookers only. We should not interfere with them. As long as they are engaged in profitable play, as little help as possible should be given them. Even that little is better given when requested by the children themselves. The important thing is to provide a good place to play, interesting playthings, and protection from harm or injury.

TO DO IN CLASS

1. Make a list of the games you would recommend for a two-year-old; for a three-year-old; and for a four-year-old.

2. Recommend playthings for a baby; for a two-year-old; and for a three- or four-year-old.

3. Give some examples of ways of encouraging good sportsmanship in children.

6. How can we help to keep children clean?

We want children to be clean, but only comfortably so. Keeping the house clean is a great aid in keeping children clean. It is almost impossible for children to be clean in a dirty house.

The playthings of children should be kept clean. This is important for both health and appearance. Playthings which are easily washed or cleaned are the most desirable. The cleaning should be done just as often as is needed.

Objects which will make the child especially dirty and which are of no particular value to him should be kept out of reach. Cleaning brushes, sooty pans, and dustcloths are examples of such articles. Shoe-polish equipment and even garbage cans have been known to interest small children and make them very dirty.

Providing a reasonably clean place for children to play, both indoors and out of doors, is helpful. Sometimes people who keep a very clean house pay little attention to the conditions of the place where the children play. Harm to health may result if the place of play is not a clean one.

Good habits of cleanliness in the family are most helpful in keeping children clean. So much is learned through imitation and example that we cannot emphasize too much the influence of the habits of the other family members. If good habits of cleanliness are a part of the family life, everyone comes to adopt them as a matter of course and to do as the other members do.

We can help children to have a desire to be clean. We can also help them to establish regular habits of washing and bathing. Children must learn to wash, bathe, and dress themselves. At first this is done for them. After a while the responsibilities are gradually turned over to them until, as schoolboys and schoolgirls, they are able to do much of this for themselves. We can help in this training. Washing, bathing, and dress-

ing should be done for children only as long as it is absolutely necessary.

Certain methods are found desirable in washing, bathing, and dressing children.

WASHING THE HANDS

1. Fill the lavatory, washbowl, or pan about three-fourths full of warm water.

2. Use a soft washcloth and towel and toilet soap.

3. Have the child put his hands in the water and wash off the loose dirt by rubbing his hands together in the water.

4. Wring the washcloth from the water and rub it over the soap several times.

5. Wash the child's hands with this as many times as are needed to remove all the dirt and soil.

6. When the hands are clean, rinse in clear water, either cold or warm.

7. Dry the hands thoroughly and gently with the towel.

WASHING THE FACE

1. Prepare the water as for washing the hands.

2. Use a soft washcloth and towel and toilet soap.

3. Wring the washcloth from the water and wash the face gently with the cloth, removing all the dirt and soil. If necessary, rub the wet cloth over the soap several times and wash the face with the soaped washcloth. In either case, wash well around the hairline. Wash the ears and neck, too, if needed. Take care that no soap gets into the eyes.

4. Rinse by holding the face over the bowl and using the hand to throw water over the face. Rinse the neck and ears with the washcloth which is dipped in clear water.

5. Dry thoroughly and gently with a towel.

BATHING

1. Turn warm water into the tub to a depth of six, eight, or ten inches, as desired. Test the water with the hand to see that it is not too hot.

2. Use a soft washcloth and towel and toilet soap.

3. Have the child sit in the tub.

4. Wash the face, neck, ears, and hands as directed above.

5. Wash the legs and feet with the soaped washcloth, giving atten-

tion to any especially dirty places, such as the knees. It may be necessary to rinse the cloth in the lavatory and resoap it once or twice.

6. Wash the rest of the body, using the washcloth lightly soaped.

7. Rinse the soap from the body, using the water in the tub.

8. If desired, the hair may be washed at this time. The hair is washed with the soaped washcloth or by applying the soap directly to the wet hair and rubbing well with the hands. The hair is well rinsed with water from the tub and then further rinsed with clear, cool water poured from a pan or pitcher.

9. When the bath is over, help the child from the tub to a mat and dry him thoroughly with a towel. The hair requires a longer time for drying.

10. If preferred, the washing of the child's hair may be done at the lavatory before or after the bath. The procedure followed is practically the same as given above.

CHANGING CLOTHES

1. Remove all soiled clothing. If a complete change is to be made, remove the shoes and stockings.

2. Wash the face, hands, and any other parts of the body which are dirty.

3. Unbutton or unfasten all placket openings. If the garment is a slip-over style, have the child put the arms up and slip the dress or shirt over the head with the arms going into the sleeves. If the garment is coat style, have the child hold out the arms and put on the dress or shirt as a coat.

4. Put on the trousers, bloomers or panties, holding the right side to the front.

5. Fasten all openings; fasten the trousers to the shirt.

6. Put on the hose and shoes.

7. Brush and comb the hair.

In all these operations the child should be encouraged and helped every time to do as much as he can, until finally he reaches the place where he can do it all for himself.

TO DO IN CLASS

1. Give reasons for keeping children clean.

2. Make a plan for helping a young child form some habit in keeping himself clean.

3. List a number of easily cleaned playthings.

7. How shall we read and tell stories to children?

All children enjoy stories; whether these are read or told makes little difference, just so they have a story. This desire appears early. At first the stories must be simple, scarcely more than a three- or four-line nursery rhyme. Gradually the child develops, until before long he wants an incident or event of some kind.

Some people are good at storytelling; others are poor. When a person can tell stories well, she should by all means tell them. If she cannot do so, it is better to read them. When stories are read, they should be read well. Practice in reading aloud may be necessary to make us successful readers. The ability to tell and read stories can be developed, and a poor storyteller or reader can become a good one if she tries hard enough.

We often think of reading and telling stories as being primarily a means of entertaining children. It also is an important means of educating them. A number of years must pass before the child is able to read for himself. During this time he needs to be introduced in some way to literature and history. This can be done only through the help of older people. The child who is early interested in stories usually becomes a reader himself later on.

Some families have a regular storytime set aside in the day. Often this hour is in the evening, and it serves as a "calming down" time before bedtime. As soon as a child is old enough, he shares with the other family members in this hour. Very young children can share in this good time.

Suitable stories should always be selected. The suitability, of course, depends upon the age of the children. Nursery rhymes please the very young. As children become older, the fables interest them. Animals and toys that are pictured as people who live and do the things that children do are fascinating to them. Fairy stories are all right if the child is old enough to understand what is real in the story and what is not. Flights of imagination are good for children as long as they do not try to turn them into reality.

When reading a story we should try to make it sound as much like *telling* the story as possible. We should put ourselves into the reading and make the story seem real to the listener. When reading to a group of children, we may sit in a circle with them. When reading to one or two, we may sit with the children so that they can look at the book as

Massie—Missouri Resources Div.

Time passes quickly when Uncle Terry tells stories as he works.

it is being read. This is an especially good plan if there are pictures in the book. Children sometimes like to help in turning the pages, and may even want to stop and look at the pictures. The reading should be slow enough so that the children can understand what is being said. Expression should be given to the reading. If possible, a change of voice should be made for the different characters in the story. If a surprise of any kind is coming at the end, interest should be built up for it. Sometimes children wish to talk about a story after it has been read. Opportunity should be given for this. We should be patient if they wish the story reread immediately—this shows that they like the story.

Telling stories requires more skill than does reading them. Fewer people can tell stories well than can read them well. In telling a story

we must trust to our memory and ingenuity. These must be good, because children insist that the story be repeated exactly the same each time. Even slight changes in the words of *Red Riding Hood* or another favorite story bring protest from children. The storyteller usually sits in the group of children with everyone in a comfortable position. She plans her story in interesting steps so that she can hold the attention of all until the end. She tells the story as if she were interested in it and wants everyone else to be. She tells it slowly enough for those listening to understand but not so slowly that they lose interest. She avoids making the story too long, for she wants to keep their interest to the end. She does her best to make the story real. When she comes to the end, if the children want to ask questions or talk about the story, time should be given for this.

The books in the following lists have been found to be successful choices for the storytime:

Books for Children from Two to Three and One-half Years

About Bunnies by G. Muter
Davy's Day by Lois Lenski
The Here and Now Story Book by Lucy S. Mitchell
The Little Family by Lois Lenski
Millions of Cats by Wanda Gag
Nura's Children Go Visiting by Nura
Small Rain by Jessie Orton Jones
The Tall Book of Mother Goose
The Tale of the Wee Little Old Woman by Elsa Beskow
The Three Little Kittens—a Little Golden Book

Books for Children from Three and One-half to Five Years

All Aboard, We Are Off! by Nura
Angus and the Cat by Marjorie Flack
Chummy Corner Stories by Hutchinson
The Farmer in the Dell by Elmer and Berta Hader
The Little Engine That Could by Mabel Bragg
The Little House by Virginia Lee Burton
Round the World by Esther Brann
The Tall Book of Nursery Tales
Wynken, Blynken, and Nod by Eugene Field
Peter Rabbit by Potter

There are hundreds of other books which children find enjoyable. Information about them can be obtained at our libraries.

TO DO IN CLASS

1. Bring to class a story that you consider good for a child of a certain age.
2. The class may read the story and judge your choice.
3. Tell or read your story to the class and have them judge your ability.
4. Examine a number of storybooks. Decide whether they are good or poor, and for whom they would be suitable. Give reasons for your decisions.

8. What is our job when we do "baby sitting"?

"Baby sitting" has come to be big business in America. There are over twenty million children too young to be left alone, relatively few families with maids and, perhaps, as few having relatives able to care for children living in their homes. A real need in American life is being met by sitters, usually teen-agers whose intentions are of the best though their information and experience may naturally be somewhat lacking. Some of these sitters take on the job because it is a way to get spending money, others because they like children, and some for a combination of these two reasons. A really successful sitter has a genuine liking for children. She is kind and understanding and concerned with their welfare and happiness. She finds in her experience with them means of increased knowing and understanding, as well as ways of making money.

So important is baby sitting that many large cities have organized courses dealing with it under their departments of health. New York City has such a course. In it the twelve essentials of baby sitting are:

1. Know what you are expected to do! Before you take a sitting find out how many children you will be caring for and their ages. Give your own family the address of the parents desiring your help, with the hour you are expected to report there and the hour you expect to be back home.

2. Go only if you are healthy. If you go, go at the hour set or some minutes before. No mother would wish you to come if you have a cold or any evidence of a communicable disease. It is better to have the good will of the mother than the evening's pay to jingle in your pockets.

3. Go prepared for your job. If you are baby sitting at night, it is well to take a flashlight with you. If you usually feast in the evening, take along an apple in your pocket. The mother may provide cookies and milk, but in the rush of her departure she may not give your possible needs any attention. Take with you a scratch pad and a pencil, so you can make any notes of instructions you receive. If you think you may be expected to wash dishes while the baby sleeps, take an apron along.

Ruth Schooler

A "life size" baby doll points up a lesson on baby sitting.

4. Obtain the telephone number that will reach the parents or the persons they would wish to have called if they are far away from telephone service. Then you will want the doctor's number, as well as the number of a neighbor whom the mother would wish to have called in case of any emergency. It is well for you to know how to reach the police department and the fire department. Ninety-nine times out of a hundred, or less often, you will not need these last numbers, but if an emergency should arise you will need them quickly.

5. Become familiar with the house in the mother's presence. That is, locate the telephone, the light switches, the linen closet, the bathroom, the nursery, and the places of storage for essential items of the child's clothes, such as diapers, night clothes, and his out-of-door wear. You will need to know, also, how to control the heating system if the responsibility for this is placed on you. Keep your eye on the child to see that he does not tip over a pan of boiling water on himself or greedily eat medicines or other substances not intended for his consumption.

6. Make sure that the baby is not endangered from small objects which he can swallow or poke up his nose, or from toys, coins, buttons, and the like that he may grab and swallow.

7. Know what pets there are in the family and become acquainted with them in the presence of the mother. If they know that you have the mother's approval, they may be friendly. If they are not sure that this is the case and are taken by surprise when you appear, you may have a difficult situation. You need to know something about cats and dogs in order to deal with family pets.

8. Watch the baby's blankets and his breathing. If the baby sleeps during your sitting, you may need to look into his room at least once an hour to be sure that he is breathing regularly, is comfortable, nicely covered by his blankets, and safely resting in his bed.

9. In your dealing with the child, respect his personality. He needs to get used to you and trust you before he is directed by you. If you are bossy and abrupt in your manner, you may frighten him and cause him to become stubborn and obstinate. If a child does not wish to do what you want him to do at once, give him a little time and show your friendly interest toward him in an easy manner; then he may respond by cooperating.

Photo by Roger Reynolds

Two may be more or less trouble than one!

10. Do not take the responsibility for giving medicine. This is the doctor's job and should be carried only by him. Of course, in the case of a simple cut you may apply a disinfectant and tie it up. In cases where the child seems feverish or ill, it is best to telephone the parents for instructions rather than to take too much responsibility on yourself.

11. If you like children, you may baby sit. If you do not like them, you had better try something else for your spending money.

If the baby sitter is asked to prepare and serve a meal to children she should be sure that the meal is a simple one, such as fruit, sandwiches, and milk, or possibly soup, crackers, and an apple. It takes a person of experience to prepare a meal in which several dishes have to be cooked and served, and at the same time mind a baby. It is well to have as brief a time in the kitchen as possible, if the child is crawling about, as there are many more things in that room for him to get into than in other rooms of the house. Usually there are matches that can be grabbed; handles of cooking pans sticking out over the stove, asking to be pulled; sharp knives that will cut the child; and cleaning fluids that may poison him.

One should try to keep the child in his high chair or his pen if he is to sit in the kitchen while food is prepared or dishes washed. In serv-

ing food to a child the sitter should remember that every step in the process should be made as comfortable for the child as possible. From washing his hands and face to eating his meals, he does best if the atmosphere is happy. Servings should be small and chance for seconds good. The child should not be chided if his table manners are "messy." He lacks the muscular coordination necessary to eat his meals nicely, and cross words are not helpful in changing the situation. If the child rests well before coming to the table, usually he is more enthusiastic about his food and has less trouble with his eating.

The sitter finds it desirable to have what is sometimes termed a "tote poke" or a carrying bag to hold toys and equipment for the amusement of the child. Such simple things as a dozen clothespins, a tube of paste, some gaily colored advertisements to cut out, as from seed catalogues and magazines; a couple of pieces of stiff paper, 2 pairs of scissors; a comb and some tissue paper; bean bags; some rubber balls, not too big but big enough so that the child cannot put them in his mouth; a couple of good books to read aloud that are well suited to the age of the child, preferably some that have interesting pictures in them; scratch pads, colored pencils, and a pull-toy of some sort—all would add to the fun.

If the child is nearly three years old he may wish to play little games, such as "Looby Looby," "This is the way we wash our clothes," or "Here we go round the mulberry bush."

Here is a set of questions from the National Safety Council which the baby sitter should read over before going to a baby-sitting job:

1. Do you arrive on time?
2. Do you wear safe and washable clothing?
3. Do you keep the child within your sight at all times unless you know the area is absolutely safe for freedom in play and he needs no guidance in that play?
4. Do you encourage the child to engage only in that play or those activities within his ability to do safely?
5. Do you keep the child away from strange dogs and cats?
6. Do you keep the child away from other children if the mother requested you to do so?
7. Do you see that the child keeps candy suckers, balls, peanuts, and popcorn out of his mouth while he plays?
8. Do you remove scissors, pins, fans, matches, cigar butts, medicines, and powders from the child's reach?
9. Do you help the older child put playthings and clothes in their proper places and help him keep his things out of the passage areas in the home?

10. Do you grasp the handrail with your free hand when helping a child down the steps?

11. Do you place a rubber mat or turkish towel in the tub to prevent the child from slipping in his bath?

12. Do you let the telephone or doorbell ring when you are bathing the child, until he can be removed from the tub?

13. Do you look into the bedroom frequently to see if the child is: (a) in no danger of falling out of his bed, (b) in no danger of smothering, (c) properly covered, (d) dry?

14. Do you point out the stop and safety signs when walking across the street with the child, and do you explain why you are crossing as you are, in the observance of those signs?

15. Do you enjoy caring for children?

The job of baby sitting, as we have seen, can be a good job only if the children are kept safe and happy, with the various items of their schedule handled in accord with the instructions given by the mother.

TO DO IN CLASS

1. Report a visit to a mother with a child one year old. What did she desire to be done by a baby sitter who came in for an evening?

2. Make a similar report of visit to a mother with a three-year-old child. List the ways in which the responsibilities would differ with the children's age. Plan a "tote poke" for a child of one year, and another for a four-year-old. List the items you would put in each.

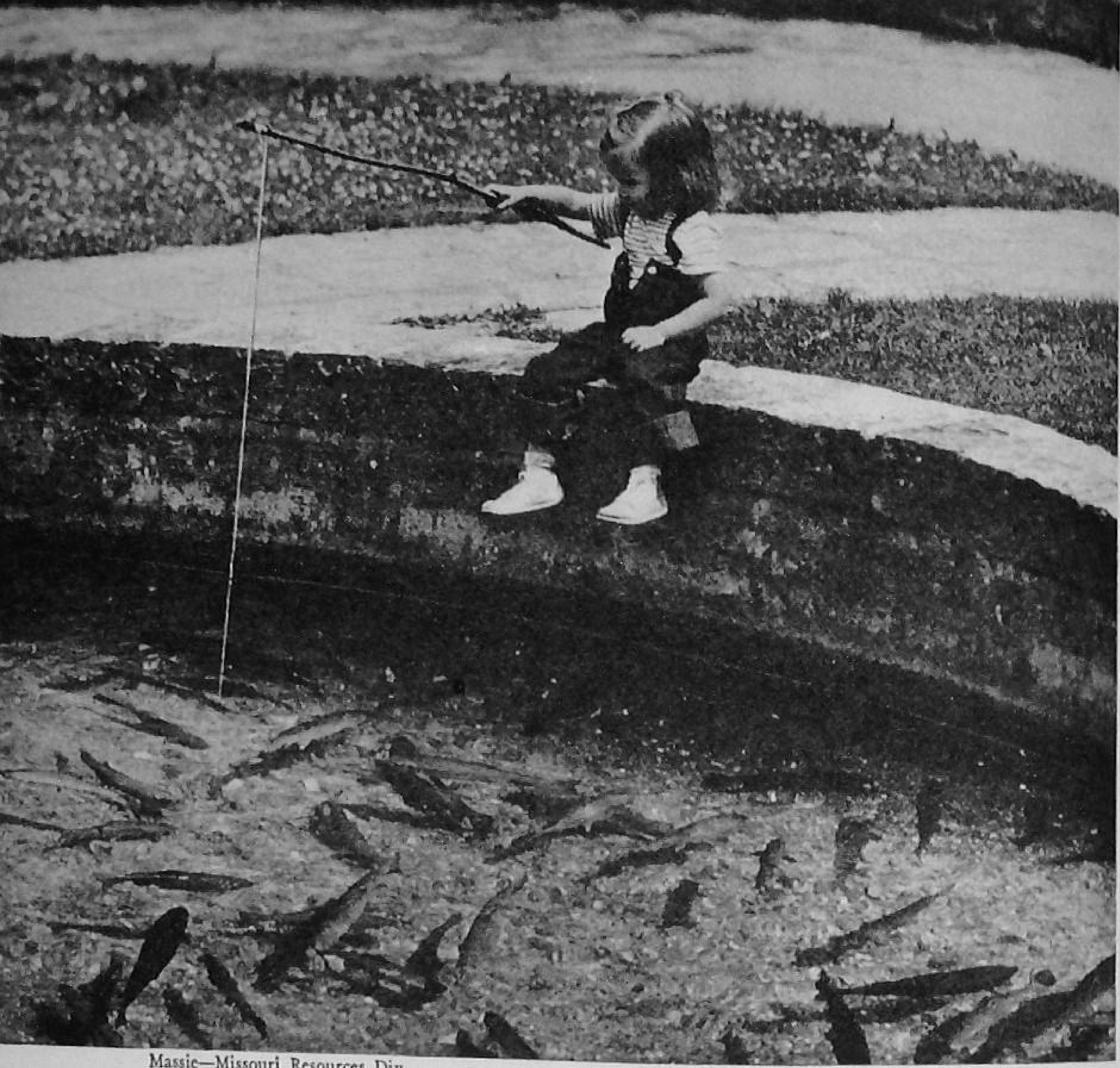
3. List the instructions you think a mother should provide the baby sitter when she comes to take on the job.

4. Plan several out-of-door games you would like to use with children five or six years old.

9. How can we help to prevent accidents to children?

A large portion of all accidents, whether in the home or elsewhere, happen to children. The older members of the family are all responsible for the reduction of these accidents and for the provision of safer conditions for children.

The home should be made as safe as possible for children. Everything should be done to prevent accidents. All the safety measures that are discussed on pages 59–62 apply here. A home that does not prevent accidents to grownups is certainly not a safe home for children.



Massie—Missouri Resources Div.

A dangerous adventure for so young a miss!

Fire is one of the most common causes of accidents to children. Many homes are not properly protected from fire. Children love to play with matches. Often these are kept where children can easily get them. Matches should be kept in metal cans or boxes and should always be well out of the reach of children. Children should be taught early the dangers in lighting matches. Fireplaces should be protected with fire screens. Children should never be permitted to play near a fireplace that is not protected. Children should learn that they should not throw paper and other trash in the fireplace or even the stove.

Toddlers too young to understand should not be permitted to be in a room alone with a gas stove, lest they turn on the gas. As soon as possible, they should be taught not to touch the parts that turn on the gas. Some of the newer gas stoves have switch buttons for turning the gas on and off, which make the stoves much safer.

The handles of utensils in which food is cooking should be turned so

that children cannot pull them off the stove. Many serious burns have resulted from children upsetting hot food on themselves. Another bad practice is leaving tubs or large pans of hot water where children might fall into them.

Keys should be kept out of the door locks. Children frequently lock themselves in rooms and become badly frightened. Especially dangerous in this case is the bathroom, where water can be turned on and a child can easily slip or fall into the full tub.

Electric cords which lie on the floor are dangerous. The child may trip himself and have a bad fall, or he may cut or break the cord in two. He may receive a bad shock, or a short-circuit fire may result.

Only toys which are safe should be given to children. Toys with sharp edges, those painted with soluble paint, those with buttons, pins, trimmings, or small parts that can be pulled off and swallowed should never be used. Sometimes children like to play with knives, forks, scissors, pencils, and sharp-pointed sticks. This should never be allowed.

Highly polished floors with rugs that slip and slide are as bad for children as for older people. Some method of holding the rugs fast should be used. Toys and other articles should not be left on the stairs or in the middle of the floor. Children should be taught very early to put away their toys, and older members should put their own things away too.

All poisons and medicines should be well labeled and kept far out of the reach of children.

In the yard where children play, boxes and boards containing nails sticking out should not be left lying around. Tools with sharp edges, such as hoes, rakes, and spades, should be put away as soon as they are no longer being used. Tricycles and bicycles should be kept in their places and not left on the walks or in the pathways. Children should play in their yard and not in the streets. They should be taught how and when to cross the street.

TO DO IN CLASS

1. Inspect the home economics classrooms and list the things that might cause accidents to young children.
2. Decide in each case how to remove the possible cause.
3. List guides you would suggest to parents to help children to avoid accidents and still not become cowards or "fraidy cats."
4. Report a talk with a mother about how she trained her child to leave matches alone; not to leave his playthings in the middle of the floor; not to play in the street; and not to turn on the gas. Was her method a good one or poor one? Why?

5. Watch the papers for three days and report accidents involving little children which need not have happened if those caring for them had been thoughtful of their safety.

TO DO AT HOME

1. Care for a young child in your own family.
2. Care for a young child for a friend.
3. Assist at a children's party.
4. Assist a group of children in their play.
5. Read and tell stories to children.
6. Teach a group of children a new game.
7. Select a group of toys and games that might provide for the play of a four-year-old child for a period of two hours.
8. Obtain a large paper marketing bag. Make a "toy pack" to take with you when you stay with children.

6

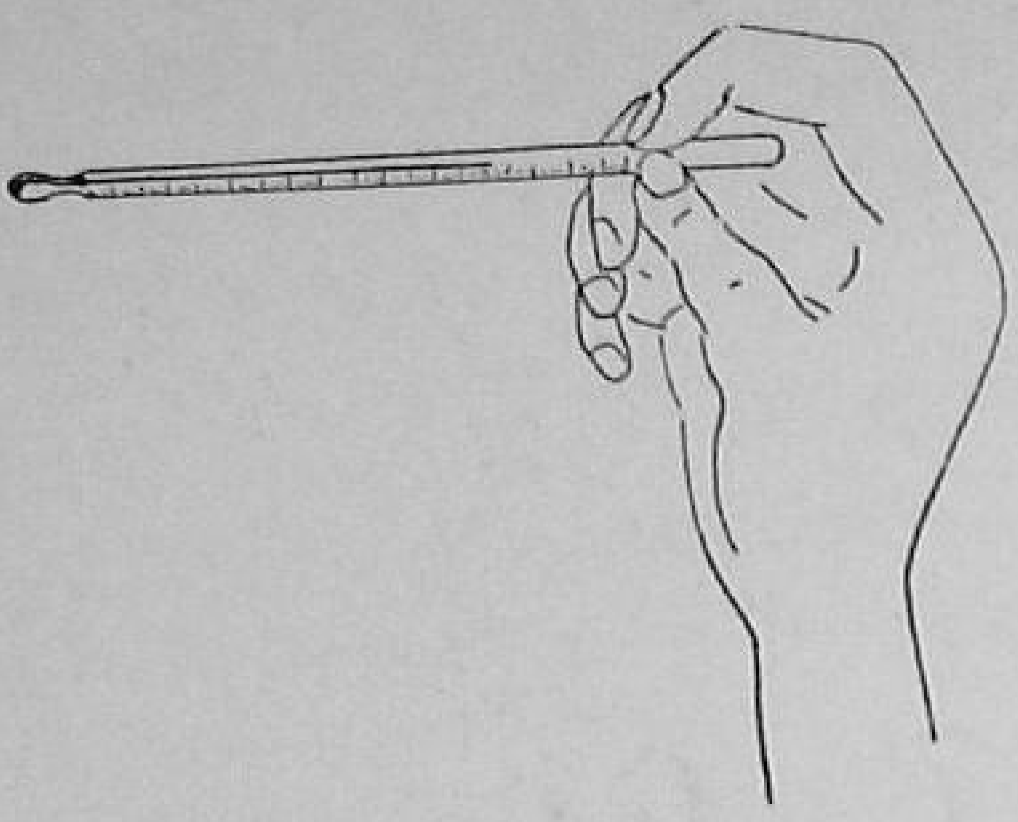
When There Is Sickness in the Home

At various times on our way to school we may have seen homes with signs indicating that some family member was sick. One house may have had an orange-colored sign—warning of mumps; another may have had the red danger sign of scarlet fever; and still another may have had the quarantine sign for measles. We may have seen also a man hobbling about the porch on crutches; or a tired, pale-faced child lying in the sunlight on the lawn.

If our mind had not been on the brightness of the morning or on the basketball game at school, we may have thought at any one of these times "Oh my! Someone is always sick. How much bother sick folks must be! I hope I don't get sick." Much as we desire this wish to come true, we—or a family member—may be sick sometime, and it is important that all of us know what to do when illness comes.

1. How can we tell when a person is sick?

We have all seen people who we thought looked sick, yet we could not say just why we thought so. Many things combine to give this impression. Illness is shown in one's appearance by flushed cheeks, unusually bright eyes, and by the impatience and crossness of the person. It is also shown by complaints of a feeling of nausea, general aching, headache, sore throat, chilling and burning sensations, pain, and drowsiness. If a person seems sick, she should be watched, kept quiet, placed in a



The thermometer is used to tell whether the body temperature is normal.

room by herself, and made as comfortable as possible. This is both for her sake, because quiet and rest will hasten her recovery, and for the sake of others, for she may have a contagious disease.

The person with a fever has a flushed appearance, her lips are dry, and her forehead feels hot to the hand. Every home should have a clinical thermometer and each member of the family should learn to take body temperature as early as possible. It is an important indication of illness. The temperature of a person is taken with the thermometer in this manner:

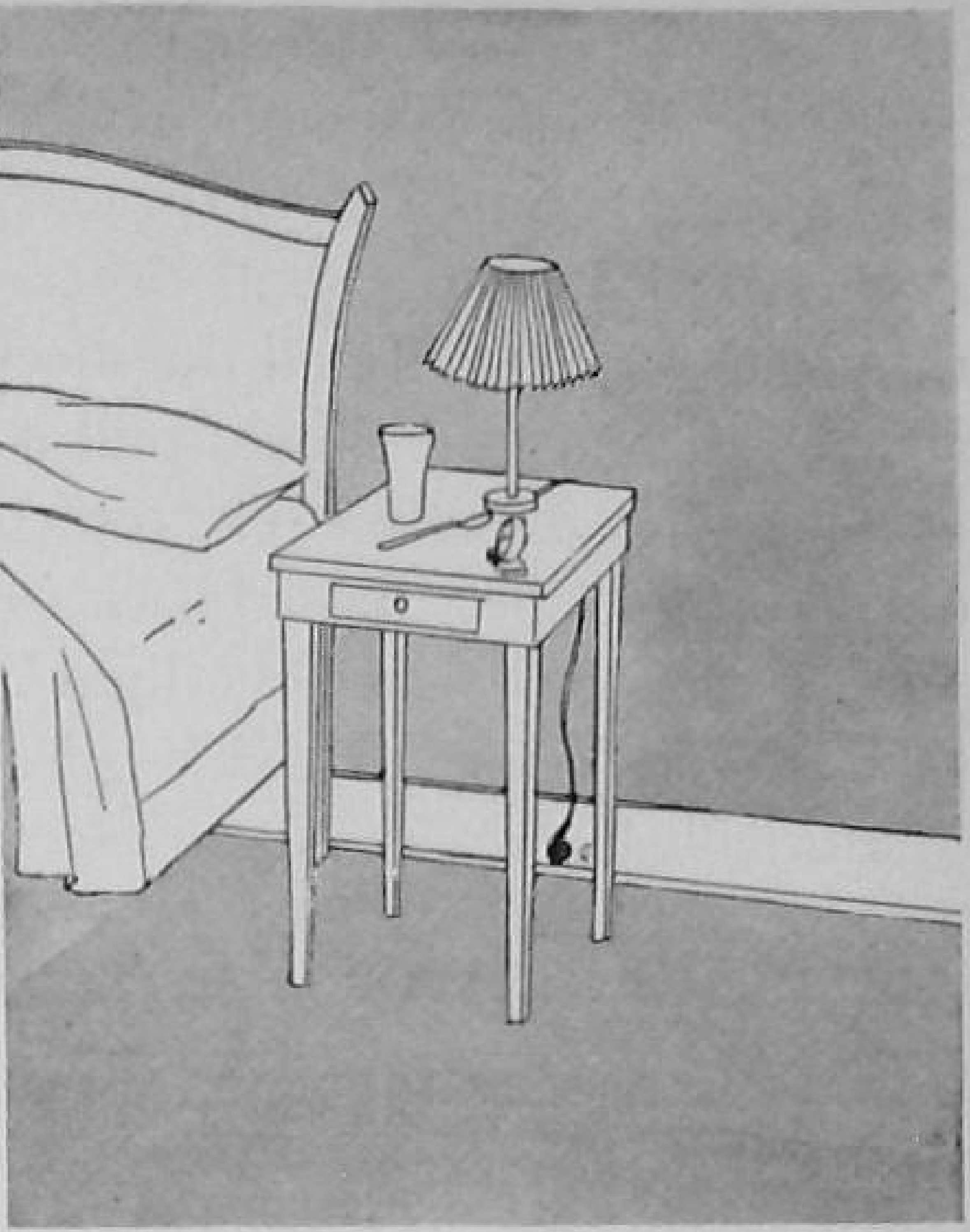
1. Place the thermometer in alcohol and then rinse it in clean water.
2. Shake the mercury down below 95°.
3. Place the bulb of the thermometer under the person's tongue and have her close her lips. Let it remain three minutes, unless it is a one-minute thermometer.
4. Remove the thermometer, read it, and record the temperature.
5. Clean the thermometer by rinsing it in water and dipping it in alcohol. Wipe it, and put it in the case.

The seriousness of some diseases may be lessened if we notice the signs at the very beginning and have the sick person go to bed and rest; then if rest and quiet do not bring improvement a physician should be called. Some persons object to going to bed, saying, "Oh, I am not that sick!" Any degree of sickness is to be regarded as "sick enough" to justify giving Mother Nature a chance to help one recover. Rest and quiet are her agents.

TO DO IN CLASS

1. Practice reading a thermometer until you can do it easily.
2. Take your own temperature and that of someone else.
3. List the different indications of sickness that you saw on your way to school.
4. Decide what indications of sickness would cause you to call a physician.
5. Decide what indications of sickness would cause you to put the person to bed.

2. How can we help care for a sick person?



On the bedside table may be placed a clock, lamp, and other articles needed in the sick room.

Whenever there is sickness in the home, we should try to help in every possible way. The ways in which we can help, depend upon the nature of the illness. If mother has a sick headache, she wants quiet more than anything else, and we can help to obtain that for her. If little brother is quarantined with mumps in some other part of the house and we have never had the disease, we can help by staying away from him, thus preventing the spread of the disease among the family members. In one home an effort to prevent the spread of an infectious or communicable disease is made by using embroidered red flags as warning signals. They are attached with safety pins to towels to warn other family members against touching them. One is held to the drinking glass by a rubber band. Even a young child can understand such a warning and keep clear of a common source of infections. It may be that we can take a larger share in the household tasks in order to give mother free time to serve as nurse.

If we can share directly in the care of the sick person, we will find many ways in which we can help. It may be that we can stay in the sick-room and thus let the one in charge get a short rest, take a walk, or attend to some personal matter. While we are staying with a sick person we may read to her, we may tell her of amusing incidents that happened at school, or entertain her in some other way. Some sick persons may like to play games or be amused by guessing contests, crossword puzzles or checkers.

We may give a sick person fresh, cold water to drink and help to serve her food. The food may be prepared by us or by someone else, yet we may take the entire responsibility of serving it.

When we are sick, we find the pillows get hard and lumpy and the sheets pull and twist into hard knots; then we like to have the pillows

"fluffed" and covers straightened. This we can do for a sick person in our home. In fluffing the pillows, one should be careful not to annoy the patient or to seem rough in the task. The pillow may be turned and the feathers shaken to be evenly distributed in the pillow. In straightening the covers, we should pull the sheet to the bottom of the bed and tuck it in firmly, then we should pull it up at the top, being careful not to uncover the sick person. The top covers are then straightened, and the top end of the sheet turned back over the covers.

We can always watch the light and ventilation and make sure that they are satisfactory to a sick person. Light in our eyes makes us uncomfortable even when we are well, and is of greater disturbance to a sick person. Artificial light should be placed according to the patient's desire and in a proper manner. Light for reading should fall on the material being read and not on the patient's eyes. Whatever we can do for the sick person should be done thoughtfully and willingly. We should always bear in mind that illness may come to any of us, and we should attempt to give the same type of care that we would like to have. We should run errands and meet other requests cheerfully, even though these may seem trying to us at the time.

TO DO IN CLASS

List the things a girl could do to help in the following situations:

(a) Mother has a bad cold.
(b) Brother is at home with a broken leg.
(c) Father is home from the hospital after an operation for appendicitis.
(d) Older sister has come home for a two weeks' rest.
(e) Younger sister has the measles.
(f) Your best friend has chicken pox.

3. What care shall we give a sick person's room?

The room occupied by a sick person should be cheery and bright, and it should be kept clean and orderly. Only those articles should be in the room which add to its cheer or are needed. Dressers and tables covered with unnecessary "things" are hard to care for, bring confusion to the room, and are dust catchers.

The arrangement of furniture and accessories should be made convenient for both the sick person and the one who takes care of her. For example, if she is able to read, books and papers should be so placed on a table near the bed that she can reach them.

Flowers and plants add much to the appearance of the sickroom. They require special care. Depressing to the patient are wilted flowers with falling blossoms and dead leaves, or plants dying from lack of water. Each day flowers should be removed from the vase, the vase should be emptied and washed, and fresh water placed in it. The stems should be cut off ½ inch, any dead blooms or leaves should be removed, and the flowers returned to the vase. Plants should be watered as needed, and any dead leaves removed. Sometimes it is wise to remove the flowers and plants from the sickroom at night. The return of the flowers in the morning creates new interest in them. Good care of plants and flowers may aid in lengthening their life.

Pillows are more comfortable if they are well "fluffed."

The bed should be kept clean and well made. We shall learn how to do this on pages 143–144. A clean bed gives comfort and satisfaction to a patient. More changes of bed linen are necessary for a sick person than for one who is well. Tossing and turning wrinkle the linen and take away its freshness.

The floors and coverings should be swept and dusted daily; then the room should be aired. In sweeping and dusting, care should be taken that as little dust as possible is set in motion in the room. This can be avoided by the use of a vacuum sweeper or by the use of well-oiled mops or cloths to take up the dust. If a broom is used in sweeping, it may be slightly moistened before starting to sweep. The woodwork and windows should be washed and dusted as needed. Frequent dusting keeps them in good condition and does away with much of the need for washing.

When airing the room, the windows may be lowered from the top, but great care should be taken that a draft does not hit the patient. The raising and lowering of the windows for fresh air should be watched carefully. Specially made screens are often placed on the window sill to prevent direct draft if the window is opened from the bottom.

TO DO IN CLASS

1. Plan the arrangement of your room if it were to be used as a sickroom.
2. Arrange some flowers in a vase that would look well in the sickroom.
3. Suggest ways of fixing a flowerpot to make it attractive when placed in a sickroom.
4. Ask your father to make a window board for your bedroom window to protect against a draft when the window is raised a few inches for ventilation. This may be used in any room for ventilation in case of illness.
5. List some ways of adding cheer to a sickroom.
6. List activities that might be overstimulating or irritating to a sick person, and hence to be avoided.

4. What foods are served to the sick?

When a family member is sick he often is unable to eat the food served to those who are well. Special foods or menus will then need to be planned and prepared for the sick person. Just what these will be depends upon the kind and seriousness of the illness. In those cases where a physician has been called, he may tell us the foods that the sick person may have and the method of preparation that may be used. He may just ask that liquid foods or soft foods be prepared and served. Because these foods are easier to digest than most other ones, they make up a large part of the sick person's diet.

Liquid foods commonly served to sick people are fruit juices, soups, beverages, and milk. These may sometimes be served with crackers or toast, and at times they are served alone. *Soft foods* are more substantial than liquid foods. They include creamed and scalloped dishes, custards, milk toast, eggs, fruit sauces, and baked and steamed vegetables. This gives a large group to choose from.

If soups or soft foods are used, the same dish is often prepared for the family meal, thus lessening the work. Chicken broth or tomato soup may appear on the tray for the sickroom and as a part of the family dinner. Soft or baked custards, baked apples, or ice cream may be likewise used on the tray for the sickroom and for dessert for the whole family. Meat is sometimes served to the sick; the kind and method of preparation should be carefully considered, unless it has been prescribed by the physician.

In times of sickness, likes and dislikes should be given consideration. The sick person usually does not care much about food, so it is necessary that the food be prepared and served in an attractive way. The serv-

American Home

The best part of the cure! The sick person responds quickly to attractive, well-prepared food.

ings should be small. A breakfast tray, simple or elaborate, is a helpful addition to the service.

TO DO IN CLASS

1. Make a list of foods that are served to sick persons in your home. Indicate those that are liquid foods and those that are soft foods.
2. Plan a menu of all liquid foods.
3. Plan a menu of all soft foods.
4. Plan a menu of liquid food and soft foods.
5. Judge these menus for essential foods, attractiveness, and appeal to the appetite.
6. Suggest different ways to serve milk to a sick person.

5. How shall we prepare and serve fruit and milk beverages for the sick?

Fruit and milk beverages commonly served to sick people are easily prepared and simple to serve. Some pleasing fruit beverages are lemonade, lemon-orangeade punch, and fruitade. The recipes for these beverages are given below.

LEMONADE

The following utensils are needed: paring or butcher knife, measuring cup and spoons, fruit juicer, pitcher, tablespoon.

¾ c. sugar	3 lemons
1 qt. water	

Make a sirup of ½ c. of the sugar, water, and a slice of lemon. Cool, add lemon juice, and remainder of water. Chill.

Two girls—⅓ recipe

LEMON-ORANGEADE

2 oranges	3¼ c. water
2 lemons	½ c. sugar

Squeeze juice from the fruit and strain. With ½ c. of water and the sugar make a sirup. Cool. Combine sirup, fruit juice, and remaining water. Add a small amount of ice if an extra cool drink is desired.

Two girls—¼ recipe

FRUITADE

1 c. lemon-orangeade	2 c. grape juice or other fruit juice

Mix the lemon-orangeade and fruit juice. Chill.

Two girls—½ recipe.

Lemonade, lemon-orangeade, and fruitade are served in water glasses or iced-tea glasses, which may be placed on a dessert plate or a tray. A teaspoon, iced-tea spoon, or straws may be used.

Two pleasing milk beverages for the sick are eggnog and malted milk. The recipes for these beverages follow:

EGGNOG

The following utensils are needed: small mixing bowl or pitcher, measuring cup and spoons, Dover egg beater.

1 egg
¾ T. sugar
Few grains salt

½ t. vanilla or lemon extract
⅔ c. milk

Beat the egg thoroughly, add sugar, salt, and flavoring, mixing well. Add milk gradually. Strain and chill.

Two girls—entire recipe

Eggnog is served in a tumbler placed on a dessert plate or a tray. A teaspoon may be used if desired for eating.

MALTED MILK

The following utensils are needed: small mixing bowl or pitcher, measuring cup and spoons.

1 T. dry malted milk

⅔ c. milk

Mix the dry malted milk with 2 T. of the milk; add the remainder of the milk. Chill and serve. If chocolate malted milk is desired add 2 T. chocolate sirup or use 1 T. dry chocolate malted milk.

Two girls—entire recipe

Malted milk is served in a water or iced-tea glass placed on a dessert plate or a tray. A teaspoon or iced-tea spoon may be used if desired.

TO DO IN CLASS

1. Judge the products made.
2. Figure the cost of each beverage per serving.
3. Decide the food value of each beverage.
4. Suggest a number of ways of serving each beverage.

6. How shall we prepare and serve tea and meat broth?

Tea and meat broth are foods frequently served sick persons. These are liquid foods and may be used in a meal or between meals. Both are served hot.

HOT TEA

The following utensils are needed: teapot, measuring cup and spoons.

2 t. tea

2 c. boiling water

Scald the pot to freshen. Put tea into a tea ball and place in the pot. Pour boiling water over the tea and cover it. Allow to steep 2 or 3 minutes. Remove the tea ball and serve at once. The tea can be put directly in the pot, but then the beverage should be poured at once into another pot when it has steeped the required time.

One girl—½ recipe

Hot tea is served in a teacup placed on a saucer. The cup is filled to within ⅔ inch of the top. Sugar, milk, lemon, or orange are often used in tea. A teaspoon is used for stirring and sipping the tea.

MEAT BROTH

Meat broth is a clear liquid made by cooking meat in water with any desired seasoning. When made for a sick person, it is usually seasoned only with a small amount of salt.

The following utensils are needed: kettle and cover, measuring cup and spoons, cooking spoon.

1 lb. meat and a small bone	1 qt. cold water

Cut the meat in small pieces and have the bone cut in pieces. Soak 1 hour or more. Heat gradually to the simmering point and cook at this temperature from 1 to 2 hours. Strain and cool quickly if not to be used at once. Keep in a cool place.

Two girls—½ recipe

Meat broth is served hot in a bouillon cup or soup dish placed on a luncheon plate or a tray. The broth is eaten with a bouillon spoon or dessert spoon. A napkin is placed on the plate or tray. Crackers may be served with meat broth.

TO DO IN CLASS

1. Judge products made.
2. Suggest attractive ways of serving hot tea and meat broth.
3. List sicknesses in which hot tea and meat broth would be served.
4. Decide the meats that could be used in making meat broth. Estimate the cost of each in this recipe.

7. How shall we prepare and serve junket custard?

Soft custards are often used in diets for the sick. One variety of this food may be made from the prepared junket tablet. Junket custard can

be made quickly and easily and, with the addition of fruits or cream, can be varied to please the taste of a sick person.

JUNKET CUSTARD

The following utensils are needed: mixing bowl, medium size, measuring cup and spoons, saucepan, sherbet dishes or cups.

1 tablet of junket
1 T. cold water
1 pt. fresh milk
3 T. sugar
1 t. vanilla extract

Have sherbet dishes or cups ready. Put the junket tablet in a mixing bowl. Add cold water. Crush the tablet and dissolve thoroughly.

Put milk in a saucepan. Add sugar and vanilla. Warm slowly, stirring constantly until *lukewarm,* not hot. Remove from the stove. Test to be sure it is only lukewarm. Add to the dissolved tablet. Stir quickly for a few seconds only. Pour at once into sherbet dishes or cups. Do not move the dishes until the custard is firm. This takes about ten minutes. Chill.

Two girls—entire recipe

Junket custard is served in the dish in which it set. The dish is placed on a dessert plate or a tray. It is eaten with a teaspoon or dessert spoon. Sometimes slices of fruit are served on the custard.

TO DO IN CLASS

1. Judge products made.
2. Estimate the cost of each serving.
3. Decide the food value of junket custard.
4. Plan variations of the recipe and serving.

8. How shall we set up a tray for a sick person?

Health is one of the joys of life, yet it seems that at some time we all have sickness in some degree. In most sicknesses we care very little for food, and many times it is the attractiveness of the tray that tempts us to eat at all. Most homes have some sort of tray that may be used for serving the sick. The tray should be covered with a white or gaily colored cloth or paper doily. It should be clean and free from spots. Attractive, clean dishes and silver should be used. These should be easily handled and suitable in every way for a tray prepared for a sick person. The use of dishes or glasses that tip easily, or any heavy dishes, should be avoided.

American Home

A tray meal that a sick person will enjoy.

We should plan an arrangement of the dishes on the tray so that it will be convenient for the sick person. It is often a good plan to place something on the tray to give a bit of life or color. A flower or a bit of green brightens the tray. Sometimes a surprise such as a small gift or a note from a friend may be taken in on the tray to add to its interest. The patient's mealtime should be quiet, restful, and free from visitors. Anything that may disturb the patient while eating should be avoided. Eating time should bring pleasure to the sick person, and we must plan carefully for it.

TO DO IN CLASS

1. Form into groups of four and each group prepare one of the menus previously planned (page 121); set up these meals on trays. Check the silver, salt and peppers, and other service required for the trays.
2. Compare and judge the trays.
3. Suggest some things that could be used in place of a tray. Show how these could be used satisfactorily.
4. Make a list of surprises that could be placed on the sick tray if it were for your mother; father; other family members.

TO DO AT HOME

1. Prepare and serve food for a sick family member or friend.
2. Plan and prepare surprises for the tray of a sick relative or friend.
3. Plan, prepare, set up, and serve a tray meal to a sick relative or friend.
4. Help care for a sick person in your home.
5. Help care for a sick friend.
6. Help a sick friend, who is recovering from illness, pass some time happily.

7

Making Our Own Room Livable

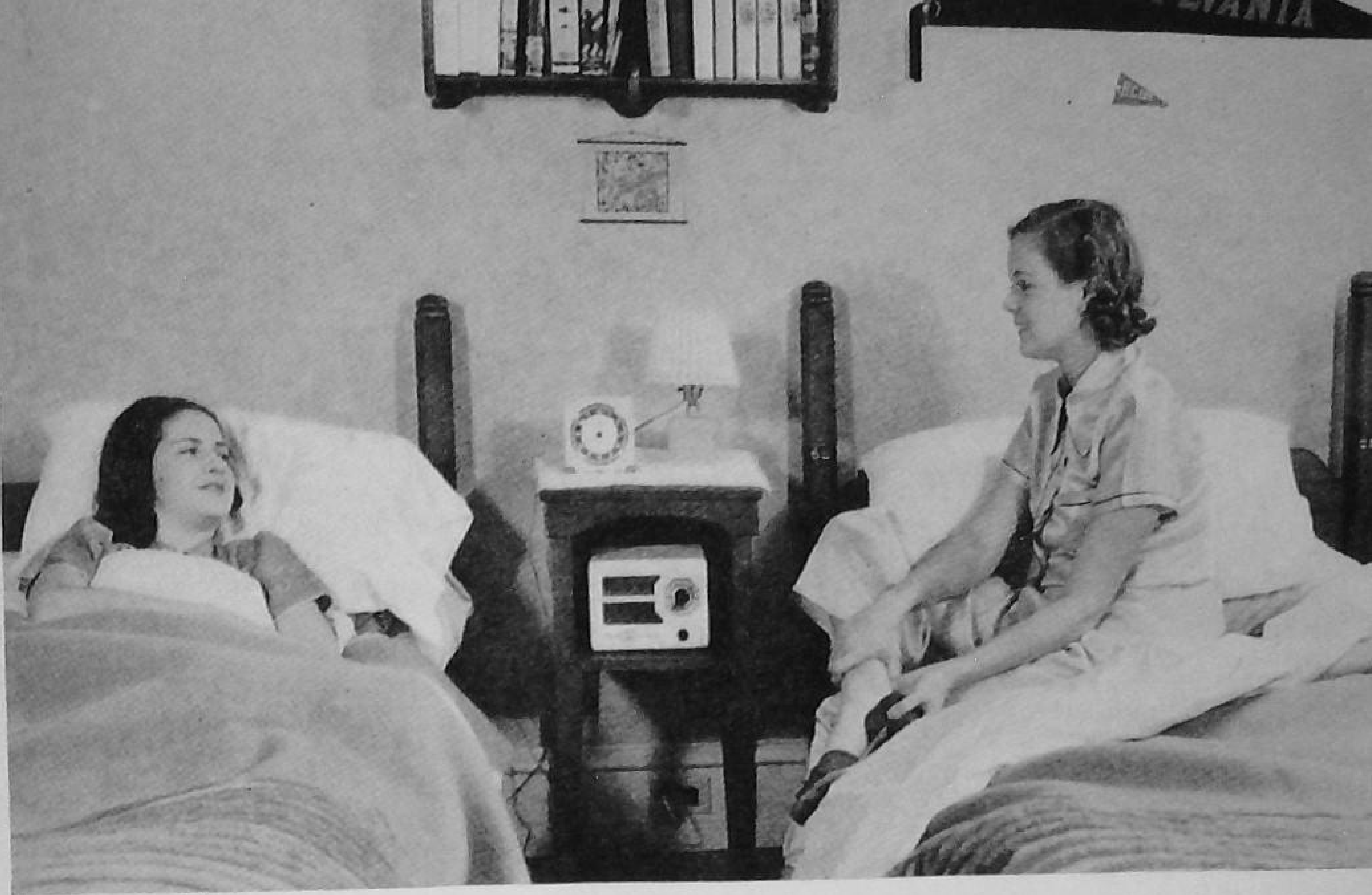
We all want a room of our very own: a place where we may enjoy our treasures (which may not seem like treasures to anyone else), have our favorite books, or experiment with colors we think we will enjoy; a place to be alone; a place where we may rest, study, grow, and dream our dreams of what tomorrow will bring.

Perhaps not all of us are so fortunate as to have such a room yet. We may have to share a bedroom with a sister. Such an arrangement may present some problems, since we may not have the same ideas of what the room should be like. Reaching an agreement with sister on matters concerning the room may develop our skill in getting along with people successfully. We must first determine what we believe is needed to make the room livable; present the advantages of the proposed plan to sister; and then make any changes necessary for joint acceptance. This takes time out to think in terms of "ours" instead of "mine," but it means growth for us.

We know that wanting doesn't bring desired changes. We must study and work to make the room we *want* out of the room we *have*.

1. What makes an attractive and convenient room?

To be attractive, a room must be orderly. More important than its fine furniture, beautiful window curtains, and modern carpets is *order*. Yet this costs nothing but effort to obtain. We may well say with the poet:



H. Armstrong Roberts

Sharing a room with sister may call for some special arrangements of furniture, decorations, and storage space. But our aim will be to have our room—shared or not—attractive and convenient, clean and orderly.

Order is a lovely thing,
On disarray it lays its wing,
Teaching simplicity to sing.
It has a meek and lowly grace,
Quiet as a nun's face.
Lo—I will have thee in this place.[1]

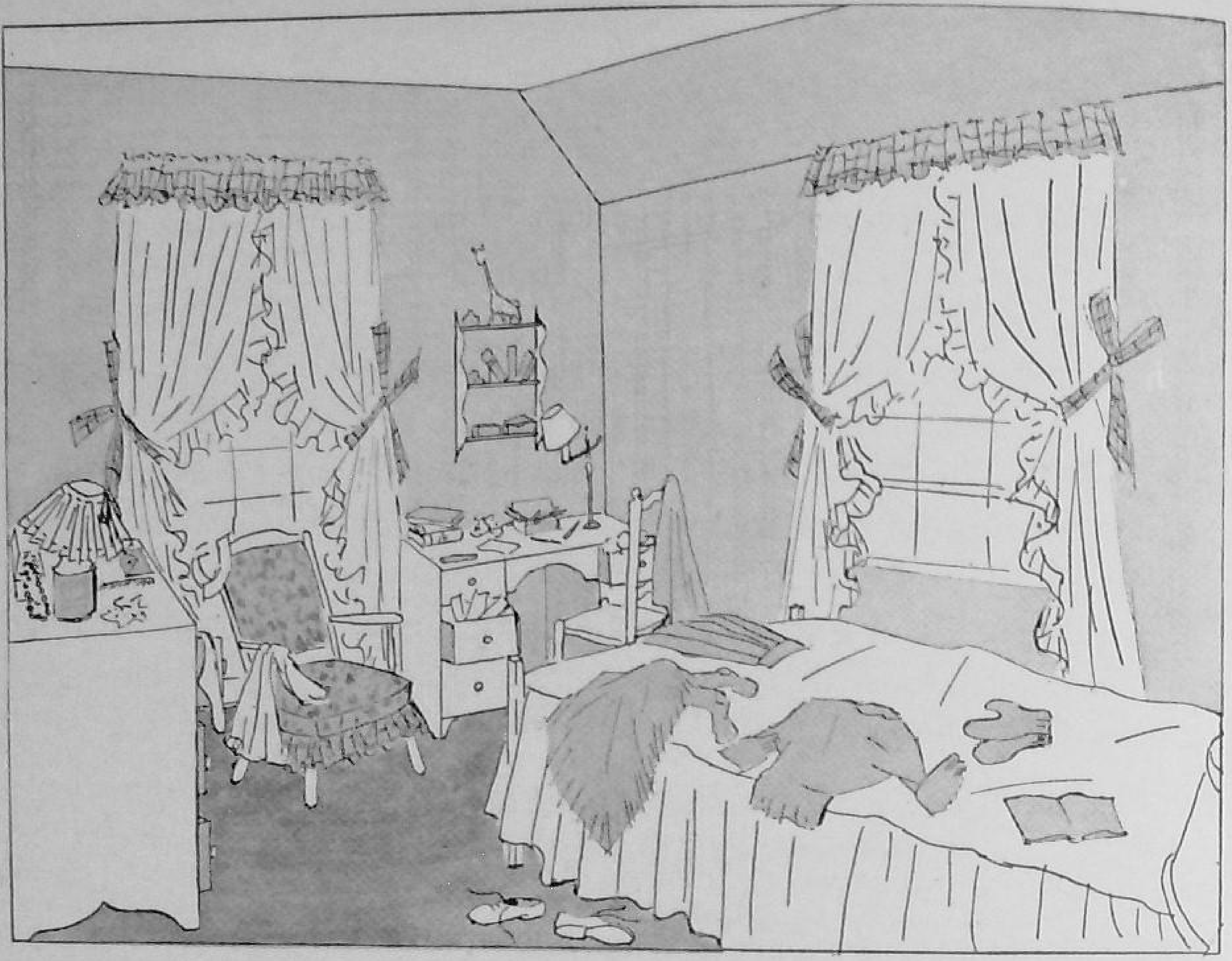
Cleanliness also affects the appearance of a room; it always seems to be related to order. Cleanliness and order make for health and peace, we are told. Cleanliness, like order, costs little but effort to maintain.

Furnishings which are in good taste help make the room attractive. There should be a pleasing use of color that would add to our enjoyment. Since our room is a bedroom, meant to be a place of rest, the main color note should be light, simple, and restful.

If the room is to be convenient, it must have the furniture and furnishings needed for the purpose it serves. Our own room is a place for sleeping, resting, dressing, and caring for clothes. It is a place where we will study, read, and write letters, and frequently, when some member of the family or a chun. comes in for a chat, a place where we will visit.

So we will need furniture for sleeping and resting: a bed, a bedside table, a rug, and a lamp. We will need furniture that will make dressing

[1] Anna Hempstead Branch, "The Monk in the Kitchen," *The Shoes That Danced*, Houghton Mifflin Company, Boston.



It is difficult to live and think in an organized way when one occupies a disorganized room.

convenient: a dresser or a dressing table with storage space for our toilet articles, a mirror, such small things as we enjoy, and a clothes closet for storage of clothing. We desire furniture that will make study and reading easy. For this purpose we will want a table or a desk; a chair; a study lamp; and real equipment of books, ink, paper, pencils, pen, and such other articles as are necessary for our "brainwork." A comfortable chair and a bookshelf add to the appearance and convenience of the room and provide for the comfort of the family member or chum who drops in for a chat.

The curtains we put at the windows, the rugs we put on the floor, and all the "gimcracks" we put about or put away affect the sense of repose in the room. If we have too many extra, meaningless things, we will create a sense of confusion that will be wearying. If we have too little interest in the room, it will convey a sense of impersonal emptiness rather than pleasant repose.

TO DO IN CLASS

1. List the pieces of furniture that you now have in your bedroom.
2. List other pieces you would like to add.

3. Write out your plan for the care you give your room before you come to school.

2. How can we improve the furnishings in our room?

A few days ago Anne commented about her room: "It looks awful! Now, if I could just have a new maple set such as I saw in the window at Burter's!" The "new maple set" costs so much that it is out of the question for most of us. We have the interesting and more difficult task of planning to improve the furnishings of our room at little, if any, cost. Perhaps the first thing to do is to look critically at each article in the room to see if it is useful and if it is beautiful. If we find that one wall holds a collection of canes and stuffed dolls and animals won at a carnival last year, we can say:

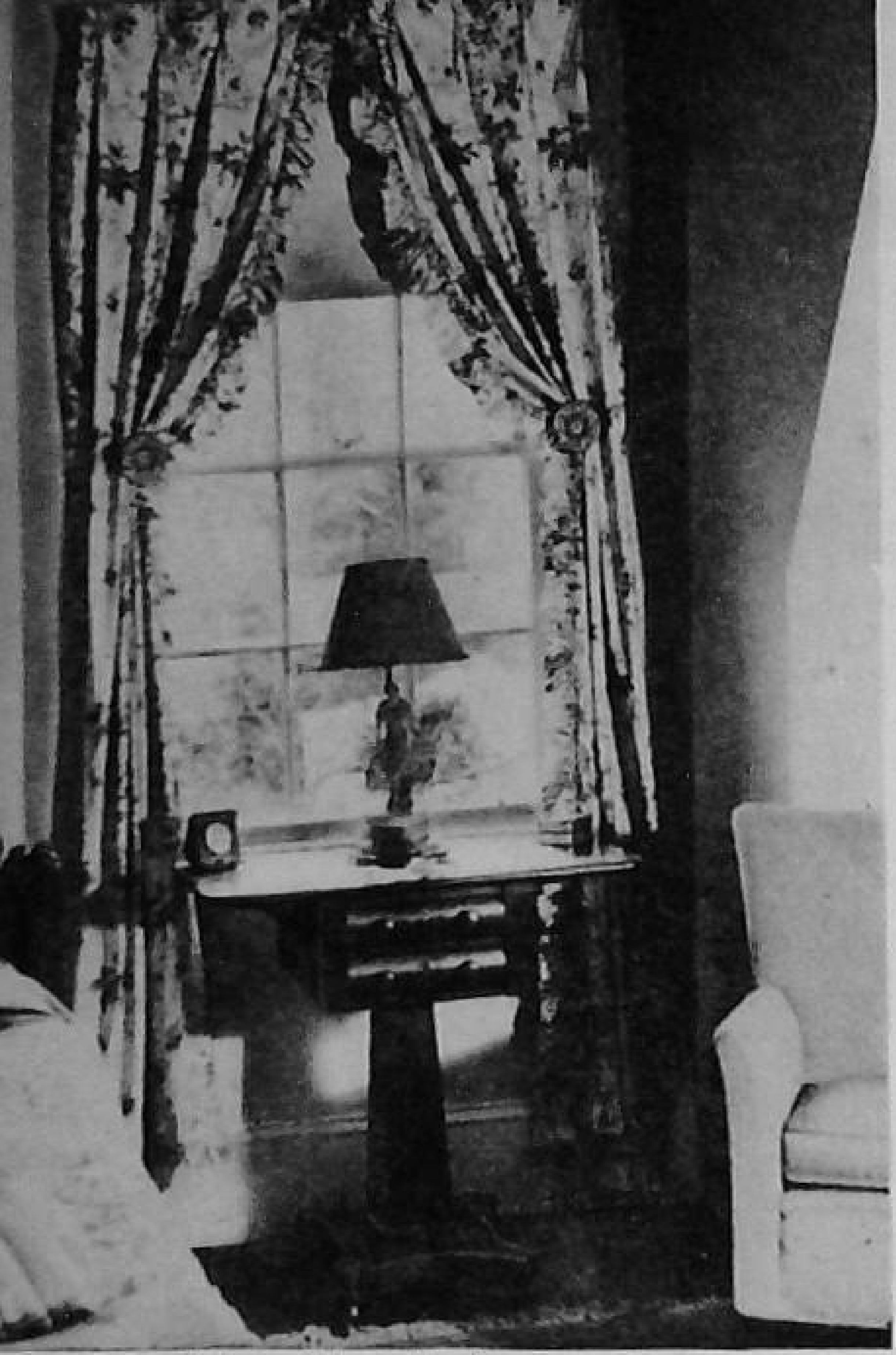
> Beautiful, what?
> Useful? No!
> All of it's trash—
> Out you go!

Just clearing away useless, ugly articles helps to bring a sense of quiet into the room and improves our furnishings.

Perhaps as we look at the articles of furniture that we really need we find the various pieces are quite different in type. There isn't much we can do to fit a walnut dresser, a bird's-eye maple bed, and a painted rocking chair into a "happy family" group. Then we can go to the attic, the basement, the sleeping porch, and the back hall, looking for "relatives" of the pieces of furniture we like best in our room. If we find pieces that seem to fit together better than those the room now has and if the change will not interfere with any other family member's interests, we may gain permission to shift the furniture about.

We may get a comfortable cot from the sleeping porch to replace the bird's-eye maple bed and use a pretty colorful quilt for its cover. Then we will see if we can get father to unscrew the upper part of the dresser so as to make a chest of drawers with the mirror separate above it. For the painted chair, we may add a cushion and a tie-on back cover made of fabric in some color that fits into the color scheme of the room.

If we do not have a desk and bookshelves, possibly father or brother will help us make them from an old commode or from some boards and



Christian Science Monitor

A beautifully curtained window adds charm to a room and emphasizes the attractiveness of the view beyond its panes.

an old kitchen table. The combination may be made fresh and attractive by the use of paints. Even a wide study shelf, put on substantial brackets, with smaller, narrower shelves for books placed conveniently above it, will serve our needs nicely.

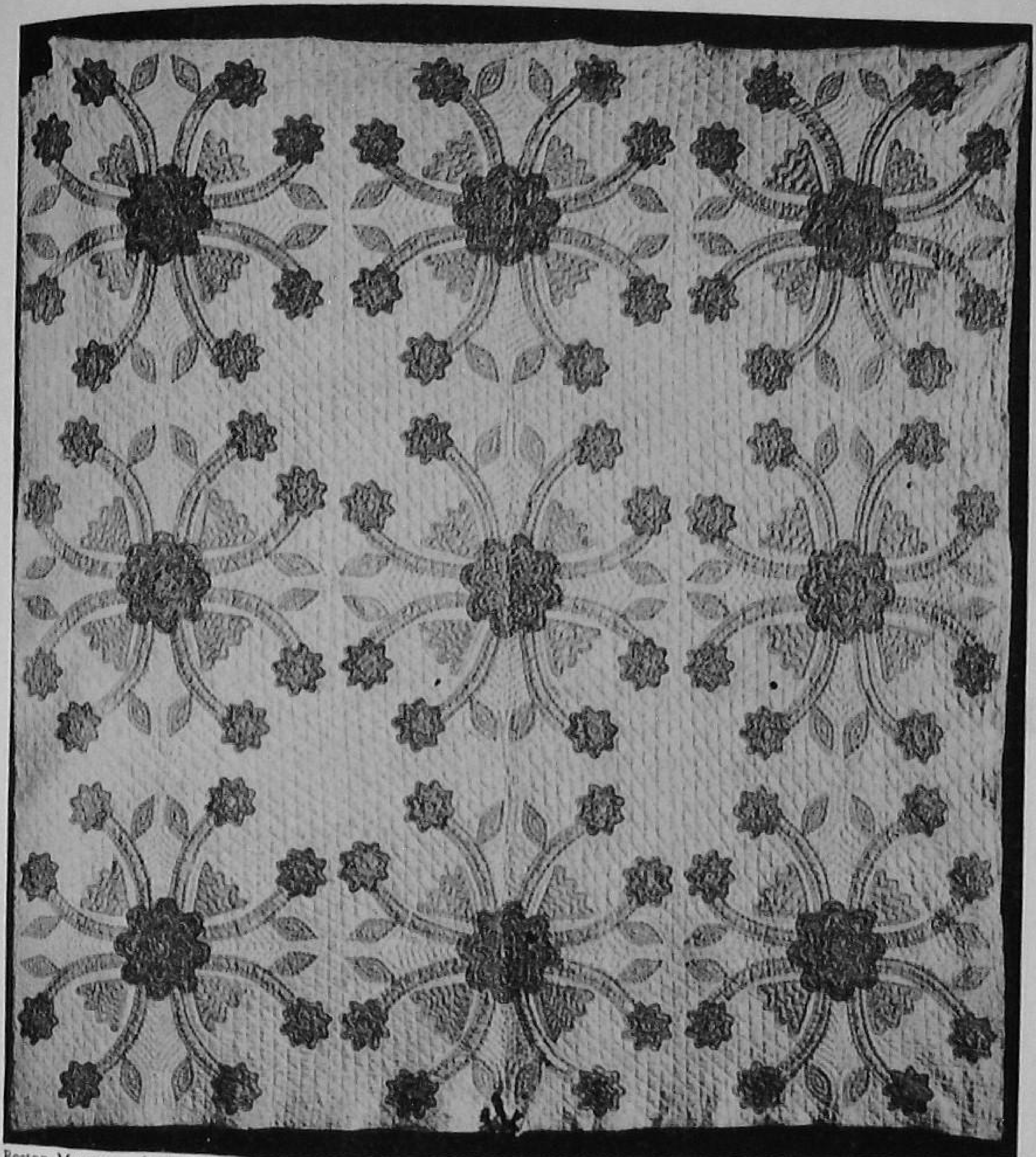
Next we can give thought to the pictures and small furnishings that we have used to make the room our own. There are three questions which we will ask in choosing furnishings that will make our room both convenient and attractive.

Does this have beauty?
Does it fit here?
Is it one thing too much?

Too many pictures and too many trinkets will spoil the effect we desire, so we will keep only a few of the best. We will check the height at which the pictures are hung. If they are too high, they will seem to pull us up by our eyebrows; if they are too low, they seem to force us to stoop. They should be hung so we can seem to look right into the center of them. If we wish to use two or more smaller pictures instead of one large one in a wall space, these should be grouped together to make a unit. They may have the same line for the upper edge of the frame and be so placed that we do not have to go "hop, skip, and jump" in our minds when we see them.

Now let us look at our clothes closet to see if it could be improved. It may be that our room has no closet space. Then it is our problem to arrange to have some. Later we will learn some ways that girls have followed to provide a substitute for a clothes closet. Perhaps there is a clothes closet which has no place for hanging clothes except on hooks around the walls. In such case, we will want to put in a clothes pole and some racks for our shoes. A shelf for hat boxes will help us to keep our hats in good shape, and a hook on which the laundry bag hangs will surely keep much litter from the floor.

After we have thrown away everything that is neither lovely nor use-



Boston Museum of Fine Arts

Since colonial days, many girls have added to the attractiveness of their rooms with quilts of elaborate or simple designs.

ful, have checked to see if there is furniture in the home that would match up better for our room, and have seen that the pictures and other ornaments have been well placed, perhaps it is time then for us to think of what we would do to our room if we had some money to spend. Let us plan what fifty cents would do; what two dollars would do; and what five dollars would do. If we can plan the spending of these sums wisely and are really interested in improving our furnishings, perhaps we shall find a way to earn the money to go ahead, step by step. That is a slow way, of course, but it really brings the most fun. There are things we can plan to make that will add to the charm of our room. Girls of

long ago made quilts and braided rugs which are still cherished for their beauty.

TO DO IN CLASS

1. Check the articles of furniture really needed in your room.
2. Plan ways to make your room more easily cared for.
3. Make a plan for improving the furniture you have in your room.

3. How can we improve the arrangement of our room?

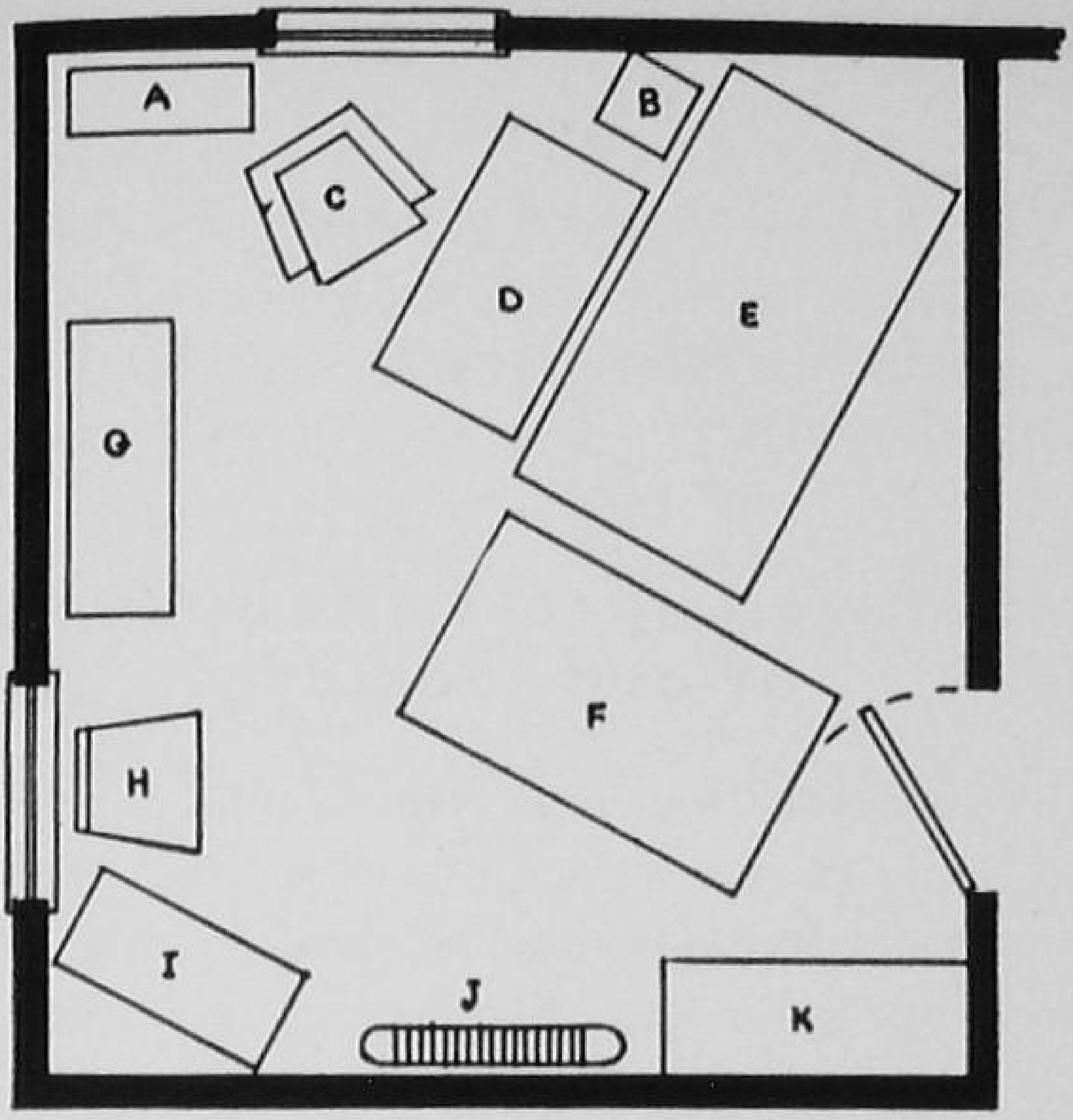
We have already said that our own room should have furniture in it to meet certain needs. Do you remember what these needs are? Sleeping, dressing, studying, and often reading. For sleeping we need a bed, a bedside table, a rug, and a lamp. For dressing, we need a dresser or a dressing table, a mirror, a stool or chair, the small ornaments that make the room cheery, and a clothes closet. For writing and study, we need a table or desk, a chair, a study lamp, and some shelves for our books. For reading and for friendly visiting, we need a comfortable chair, possibly a magazine rack or an end table with bookshelves, and a lamp.

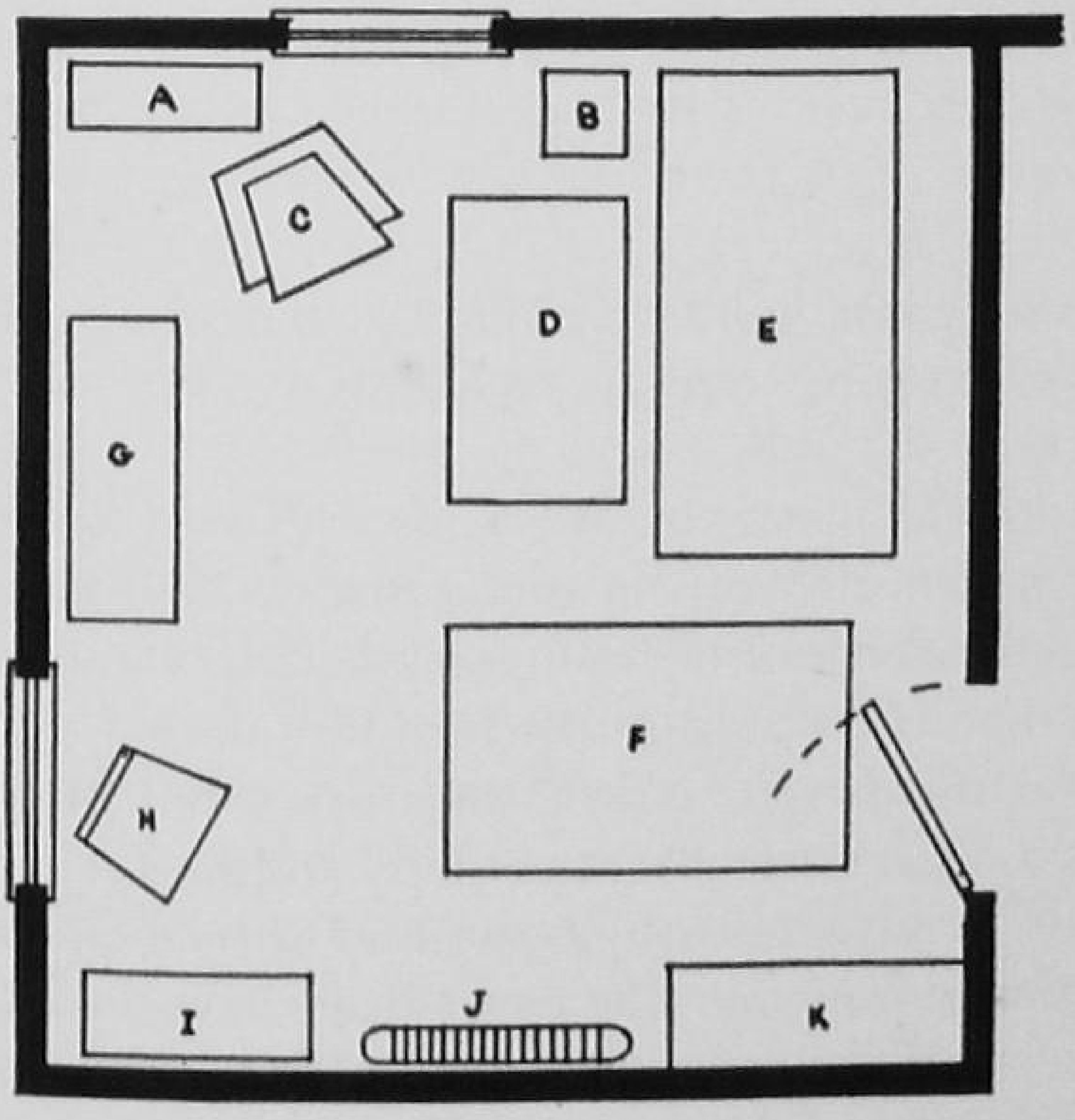
We want the arrangement of furniture to be such that it will be convenient. We want good lighting for each activity in which light is important, such as studying, reading, and dressing. We will want a good supply of fresh air.

Now let us look at our room. We want a sense of order in it. If this is lacking, we may find that the reason is that we have the dresser across one corner, and the bed jutting out from another, with the rugs placed this way and that. If we arrange the furniture so that the large pieces, such as the bed, the dresser, and the rugs, are parallel to the walls, we will find that the room seems more orderly and restful.

Our first rule is this: *Arrange large pieces of furniture and rugs parallel to the walls of the room.* Let us see if we have crowded too many pieces to one side of the room so that the other side seems empty and about to tip up. If this is the case, we should distribute the groupings more evenly.

This gives us our second rule: *Furniture should be so placed that it will serve well its use.* We think of the groups of furniture in terms of the use which each is to serve. The dresser should be placed so that good daylight falls on the person dressing, and not on the glass alone. The chest of drawers should be so located that one may pull out a drawer





Why does the chart at the top illustrate a poorly arranged room and the one at the bottom a well-arranged room? The letters represent the following pieces of furniture: *A*, bookcase; *B*, bedside table; *C*, easy chair; *D*, rug; *E*, bed; *F*, rug; *G*, dresser; *H*, chair; *I*, desk; *J*, radiator; *K*, closet.

without blocking a door or window or bumping against the bed. The bed should be placed so that the sleeper gets lots of fresh air without drafts. The bed should not be poked back in a corner just because that "looks well." The study table should be so placed that the light comes from the left, so that one doesn't need to write in her own shadow.

From these statements, we draw our next rule: *Balance the furniture arrangement as well as possible.* Not always can we put furniture just where we wish. Doors and windows must be considered in its placement. Sometimes there are so many of these that it is hard to get a sense of privacy; sometimes the openings are so few that a room seems to be a cell. We are fortunate if our room is pleasantly supplied with well-placed windows and has only two doors—one to the closet and one to the hall.

TO DO IN CLASS

1. Make a drawing of the arrangement of furniture in your room.
2. Make a drawing showing a more desirable arrangement.
3. Check the height of your study table. Does it need to be higher? Lower? Plan to adjust it, if necessary.
4. Check the electric outlets in your room for convenience and adequacy.

4. How can personality be expressed in a room?

If we look around at our classmates, we will see many different personalities. Mary Jo is athletic. She likes things that smack of the out-of-doors. No frills or elaborate trimmings for her! Janice is studious, a regular bookworm. She likes the quiet order and the soft, subdued colors of the library. Rosemary is little, dainty in face and person, and has a secret desire to be a movie star some day. Every once in a while she breaks her mother's rule that she is not to "experiment" with perfume yet. She is interested in her hair, her skin, her eyelashes—everything that seems to offer any promise of making her face more beautiful. There are many other different personalities among us.

Now, what have we all in common that we want our room to express? We all enjoy freshness, cleanliness, and order. We all seek peace and rest, cheerfulness and joy. We make our room express these things first; then next we will want it to reflect our own individuality.

In the expression of peace and rest, cheerfulness and joy, color plays a large part, just as it does in expressing our individual selves. So an

Christian Science Monitor

Chummy visiting with mother and other members of the family is encouraged by a comfortable chair, well placed in a pleasant room. Notice the numerous ways in which color harmony and contrast may be introduced in this room.

important thing in making our room express our personality is the choice of a color scheme. There are many things to consider in making this choice.

Soon we find that colors also have "personality." Red and yellow are termed "warm colors," and blue is called a "cool color." If our room is sunny, we will not wish to add warmth. If our room is on the north and has only one window, we will not wish to add "coolness" to its effect. We find that colors are quiet, strong, dull and soft, or bright. With colors, as with people, we can have much more of the quiet than we can of the noisy or strong without becoming weary of it. As we study the room, we will decide what general color effect we think will be most desirable. Then we find out what we have to build on in the walls, woodwork, and floor of the room. If these are not to be changed, we will see what colors there are already in the room and then build the rest of our color scheme about these. If our color scheme is good, it will contain several colors.

Some one color will be more outstanding than the others. Perhaps yellow is the color we plan to use as our keynote. If the walls are a soft

tan and the woodwork is ivory, both will have some yellow in them. If the floor is oak or waxed pine, it will have some yellow in it. The window curtains may be of sheer material in a soft yellow. If we do not have any contrast, but have the whole room in yellow or green, we would feel as if we had been trapped in the cup of a daffodil or in a dense thicket in the woods. We would struggle for release and not enjoy our room at all.

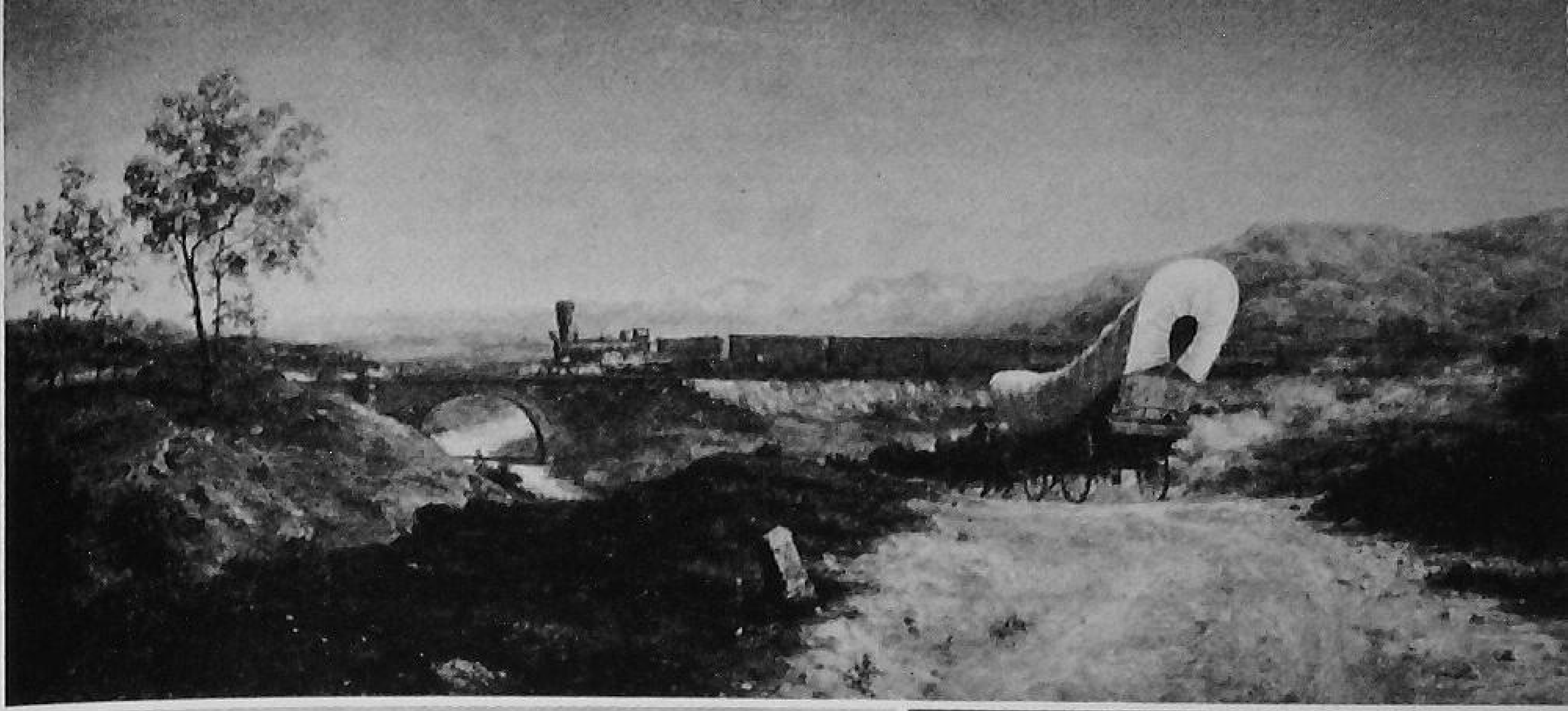
To keep the room from giving this effect and becoming tiresome, small amounts of color most unlike yellow may be used for contrast. Perhaps as we look at our room we may find that contrast is lacking to make it cheery and bright. Then we plan to provide contrast in our choice of small furnishings and ornaments. Pillows, dresser scarfs, table runners, and chair pads may all be used to give a note of contrast, or to repeat, perhaps in a stronger way, the color of the room. What color we want, what color the room will take, and how contrast can be given are all questions we must decide if we are to express ourselves successfully.

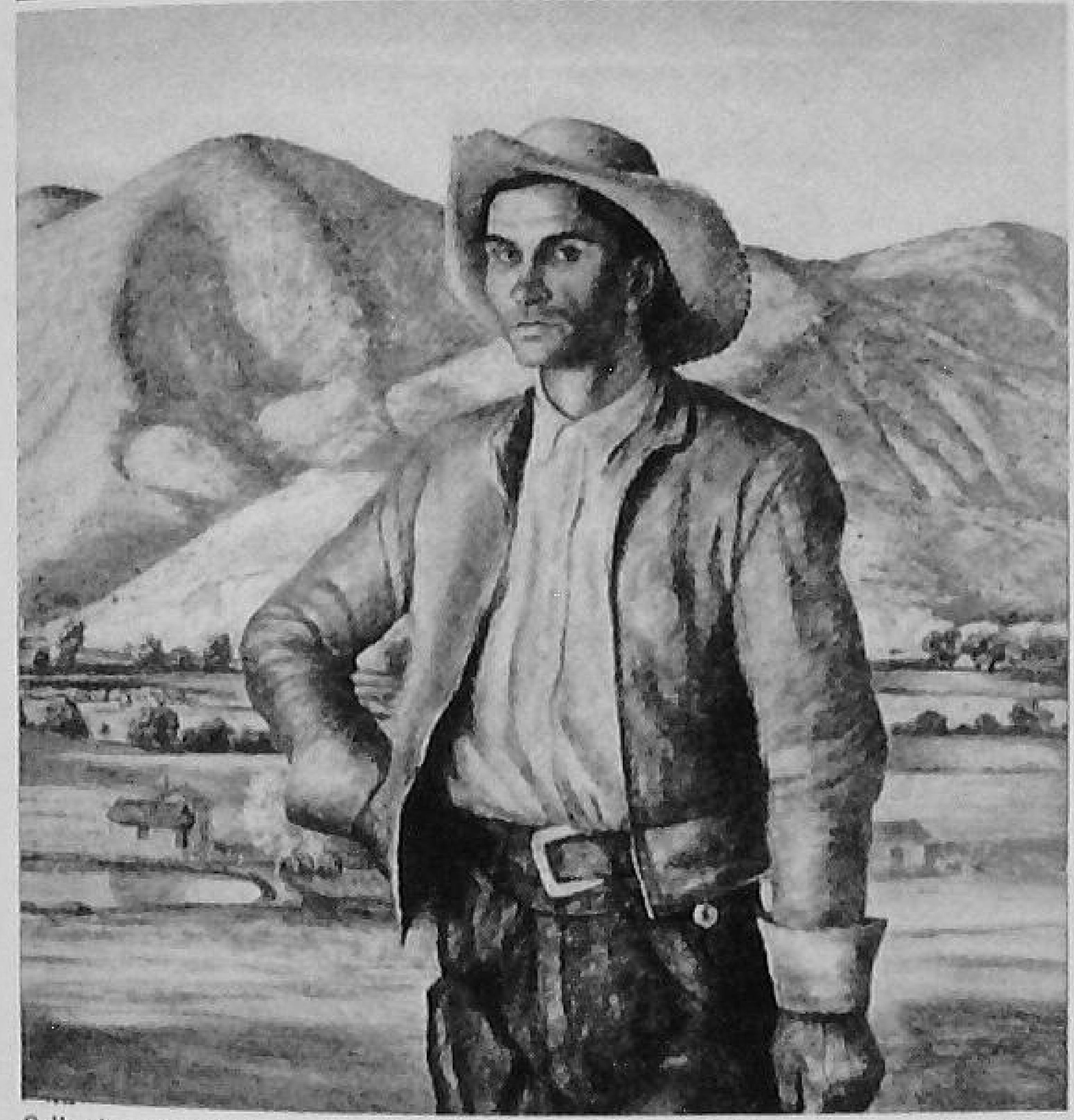
Our choice of pictures, vases, and small pottery figures ranks next to the color scheme in our plans for self-expression. We may choose to use enlarged photographs of scenes in the mountains where we spent our vacation, dainty colored prints of flowers, or copies of famous paintings. The picture should please us in subject and in color, or it does not really "belong" in our room.

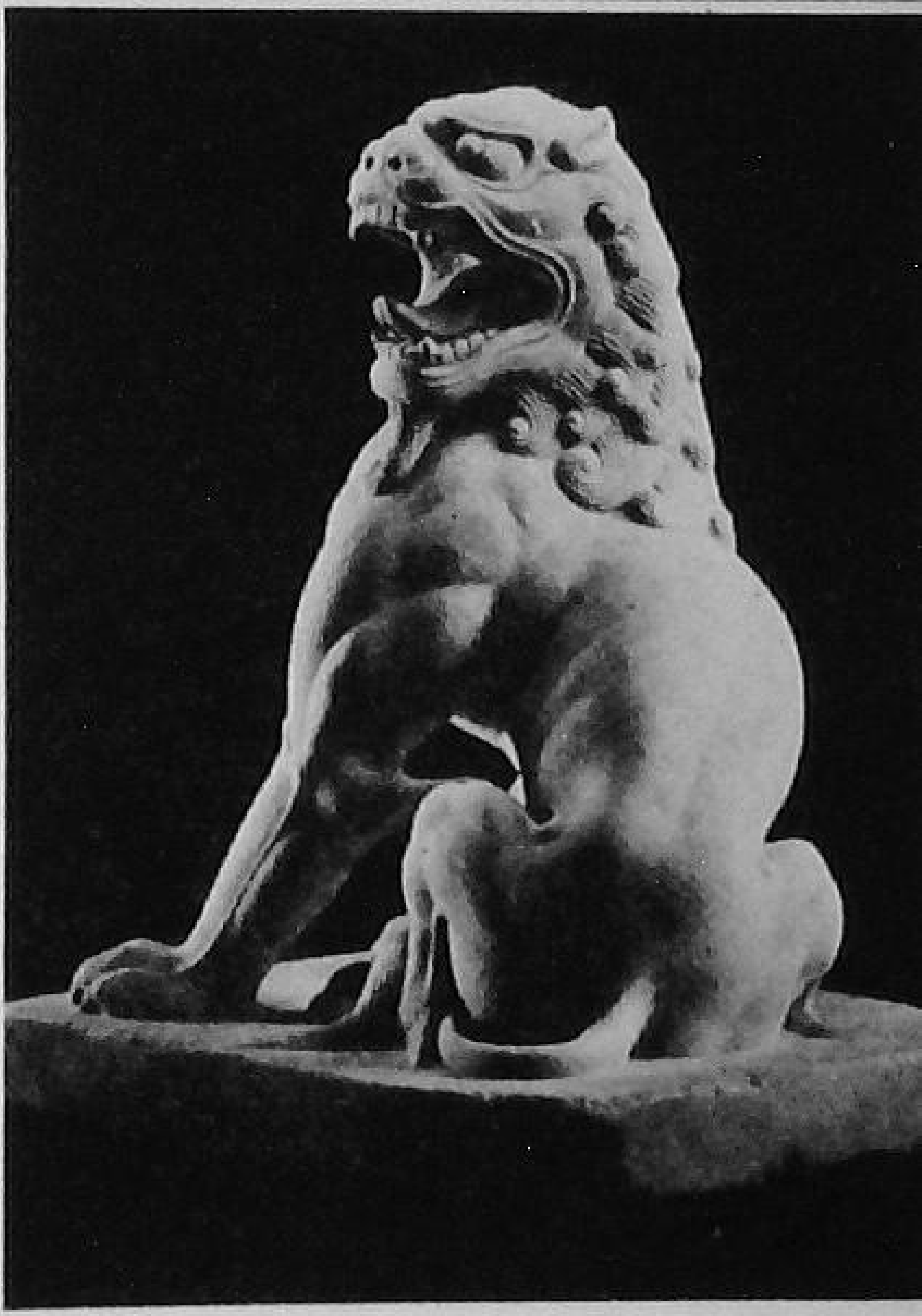
If we have an opportunity to select new furniture, we express ourselves in our choice. A simply designed article of good lines, workmanship, and wood tells of our belief in sincerity and honesty. An article adorned with many patches of different wood shows our belief in surface values. Our choices do reveal our personalities.

We know, too, that the care we give our room expresses our own selves, just as truly as do the things we buy to put in the room. If we live in a room with pictures tilted to one side, dust everywhere, soiled clothes kicked under the unmade bed, and the study table in a litter, we become indifferent to order and cleanliness. If we keep our room tidy, clean, and orderly day by day, we express our appreciation of tidiness, cleanliness, and orderliness, and our desire for the rest they help to bring.

In arranging any room, we may have to try several times in order to find the grouping that is fully satisfying. But if we find one arrangement we like very well, that is worth all the pulling and tugging.







Collection of William Rockhill Nelson, Gallery of Art, Kansas City, Mo.

Whether our preference in pictures is growing trees, people, copies of sculpture skillfully done, or something else, the museums of our country can help us know the best of each kind. Shown here are (*top*) *On the Road* by Thomas P. Otter; (*bottom left*) *José Herrera* by Peter Hurd; and a Chinese lion from the T'ang Dynasty done in marble.

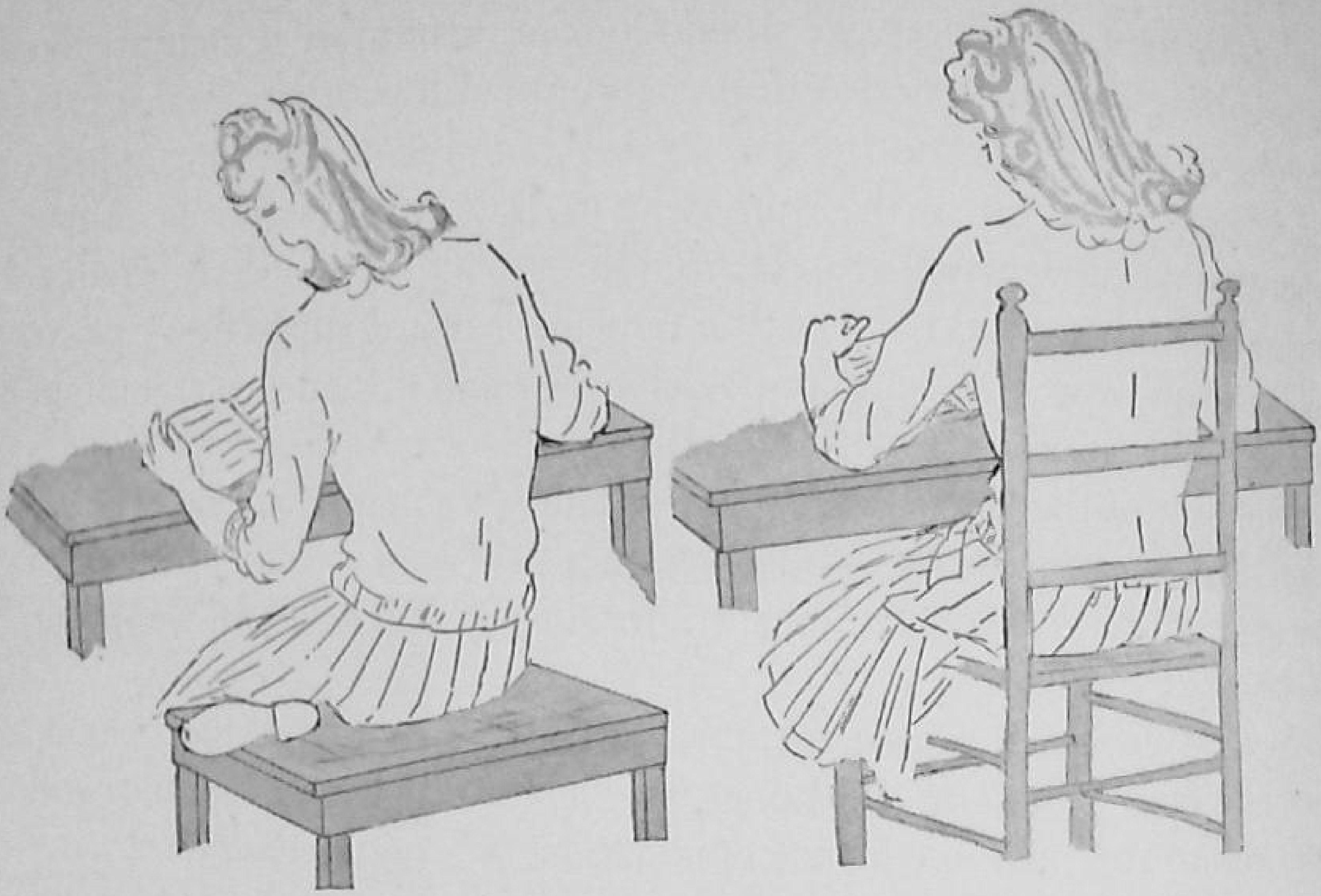
TO DO IN CLASS

1. List the things you have in your room that really express you.

2. Using colored paper, make a chart showing a harmonious color scheme for your room.

3. Collect prints of five or more pictures you believe suitable for your room. Choose the one you like best and tell why you like it.

4. Make a color scheme for a bedroom that you believe would express nicely your own personality. Describe the particular ways in which you think it expresses you.



The study table should be the right height. If it is not, we tie ourselves into hard knots and soon become weary.

5. How shall we arrange the tops of our study table and dresser?

We have all studied with some girls whose desks were so arranged that the business of studying seemed easy. There was space to work, the supplies needed were conveniently at hand, and the light was good. Perhaps some of us have studied with other girls and have had a very different experience. Only the edge of the table was free from piled-up papers and books; the pencil sharpener was in another room; there was no paper at hand; and the light was so dim that our eyes became tired before an hour had passed. Experiences such as these should make us look more carefully at the working surfaces of our study table and other flat surfaces in our own room. Before anything is given a place on study table, shelf, or dresser, we should know that it is useful or beautiful or both. If we accept the "useful or beautiful or both" rule we can make short shift of such a litter as last semester's examination papers, railroad timetables from last summer's trip, and empty ink bottles.

Next we should ask, "Does this belong *here?*" A handkerchief box may be both beautiful and useful, but it should not be on top of the study table. A dictionary is very important to the schoolgirl, but it does not "dress up" her dresser. It does not belong there. When we have *right*

things in the *right* places, we should look at them to see if there are too many things for the space. A dresser top crowded with articles that may belong in rather than on the dresser does not present a pleasing appearance. Let's put some of the stuff away in drawers and leave only a few things out. A few articles can be brought into a simple, orderly arrangement which has good balance. We remember that if all the heavy pieces of furniture were placed on one side of the room it seemed as if it might tip up. The same effect will be felt if we place most or all the articles on one side of the top of our dresser or table. We may balance one heavy article by another, or by two lighter ones. We want to place the articles far enough back from the edge so that they will not fall off or appear to be ready to do so.

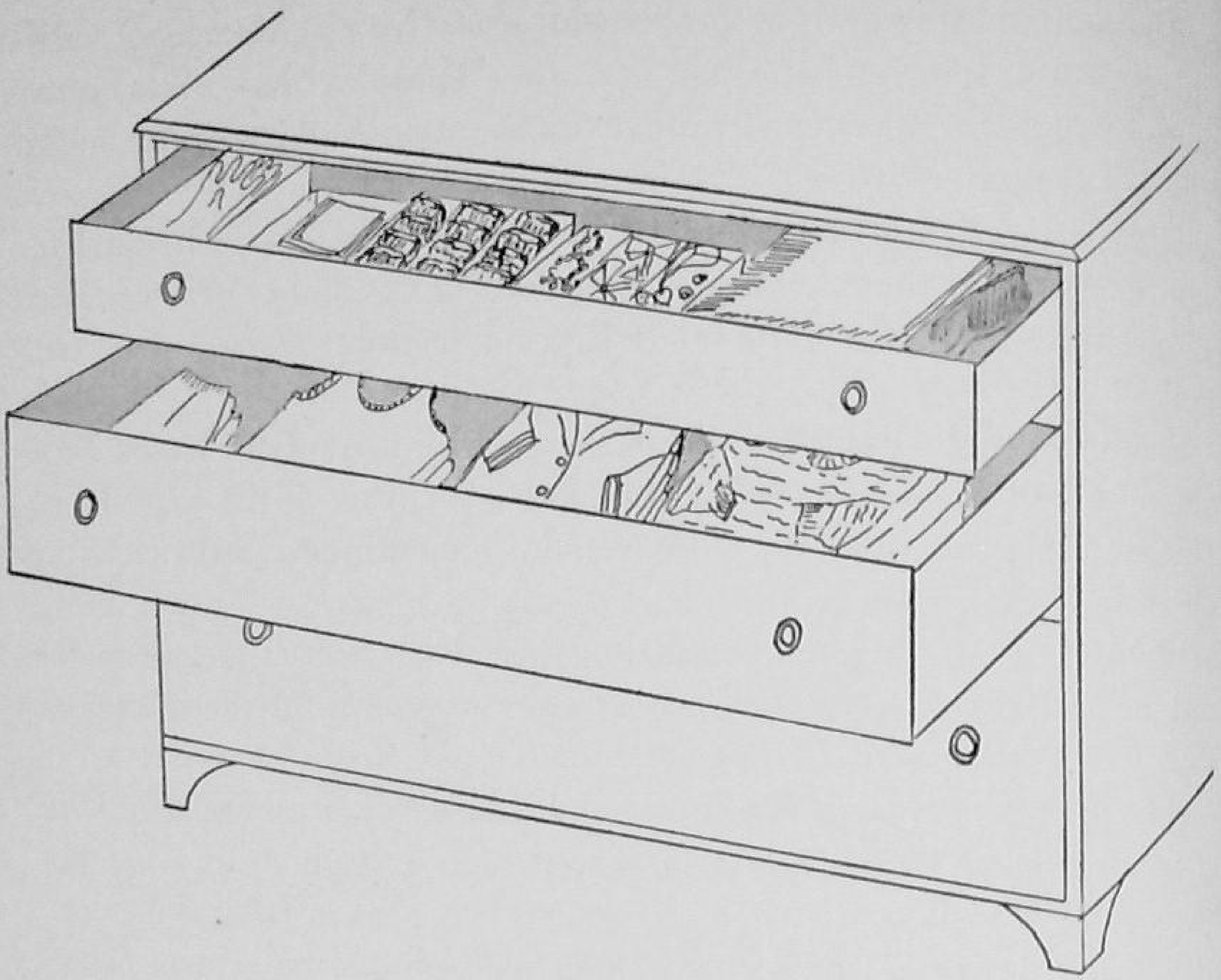
Several different arrangements must be tried in order to find the one we like best. When we find one that satisfies our sense of balance and our desire for pleasing color combination, we should consider it carefully. If it is simple, orderly, and well balanced, we will enjoy living with it and can regard it as a success.

TO DO IN CLASS

1. Sketch the arrangement of the tops of your study table and dresser.
2. Make a second sketch indicating how you might improve this arrangement.

6. How shall we arrange the storage space in our room?

Perhaps the term "storage space" seems strange when applied to our own room. Some of us may think of storage space for desks and other school equipment in the furnace room at school. Others may think of the storage space in the basement at home where the porch swing and lawn chairs are stacked in the winter. Of course we have nothing like these in our room. The storage space we need is different, because of the sort of things we want to store or put away. The storage space in our room includes the drawers of the dresser and dressing table, and the clothes closet. The dresser drawers or chest of drawers usually hold the toilet articles, including comb and brush, powder and rouge, handkerchiefs, and gloves; such dress accessories as beads, bracelets, and clips; and underwear, including panties, slips, pajamas, hose, and similar articles. Possibly certain drawer space is given over to the storage of the



A well-arranged dresser drawer helps us to keep our room in order.

past season's clothes. Our question is how we can arrange the available drawer space so as to take care of all these things, and have them easy to find and convenient for use. The following rules will help us:

1. Things frequently used should be put together in a place easy to reach.
2. Similar articles should be put together.
3. Small articles should be put in boxes or containers.
4. Things easily soiled and those to be stored for a season should be carefully wrapped or put in boxes.
5. The arrangement should be such that "pawing" is unnecessary.

As we apply these rules we find that the top dresser drawer is well suited to the storage of the comb and brush, cold cream, powder, and other toilet articles. They are alike in their purpose and are used frequently. It would be absurd to bend double several times a day to reach for a comb or a powder puff. We can well make a plan of the arrangement of the top drawer so that it also contains a handkerchief box and other necessary boxes. Possibly there will be room for a glove box if we plan carefully.

The second drawer is a convenient place for the storage of such things as hose, panties, pajamas, and slips. These we shall stack neatly so that when the drawer is pulled out we can see what we want to take out without "pawing."

Because the lower drawer is the least convenient, it can be used to store garments of the past season. It may be packed full of neatly folded garments and covered with tissue paper or a towel to help keep out dust.

Careful thought should be given the arrangement of the closet. Provision should be made for all the clothes that are to be kept in it. Dresses, coats, blouses, and skirts are hung on hangers and placed in the closet. Best dresses and those used only occasionally should be hung to the back so as not to be brushed against when dresses are taken out and put in daily. Shoe racks or shoe boxes are useful for the storage of shoes.

Hats may be stored in boxes placed on shelves, put on hat stands, or hung on hooks. These should be placed high enough so they are not likely to be knocked off when clothes are being taken from the closet.

Both the drawer space and the closet space should be kept in order. Order saves time, fuss, and worry, and adds greatly to the appearance of the room.

TO DO IN CLASS

1. Plan the best way to arrange the storage space in your dresser drawer or in any other drawer.
2. Plan how to make the best use of the closet in your room.

7. What daily care shall we give our room?

The appearance of our room depends upon the care it receives each day. There are certain tasks we know should be a part of the daily routine. A worker in a hotel is supposed to give a room the daily care it needs in twenty minutes or less. Let us see if we can do as well.

In a well-kept room the bed is made each day. A satisfactory method for making a bed is as follows:

1. Place the mattress pad on the mattress.
2. Place the sheet over the mattress pad, with the center of the sheet in the center of the bed.

U. S. Office of Education

These schoolgirls are learning to make a bed properly.

3. Fold the sheet well under the mattress at both the head and the foot.

4. Pull the sheet tight at the sides and tuck it in, making the corners as square as possible.

5. Place the second or top sheet on, allowing enough length at the top to permit the sheet to be turned back over the covers.

6. Make mitered corners at the foot and head.

7. Put on the blankets or other covers. They should be placed straight on the bed and tucked in well at the foot.

8. Pull the top sheet over the upper portion of the covers to keep them from being soiled.

9. Place the spread on evenly and straight. Tuck it in at the bottom.

10. Shake or press the pillows into form and place them on the bed as desired.

In making the bed, work from each side to be sure the covers are straight and even and free from wrinkles.

Hedrich-Blessing Studio

Furniture simple in line, with only a few decorative objects used on it, is easy to keep clean and neat.

With the bed made, books and magazines put in place, and our clothing properly put away, the room begins to have an orderly appearance. The chairs and the tops of the dressers and tables will have to be straightened and dusted. The amount of straightening will depend upon how many things we keep on the table surfaces. A few well-chosen articles on the dresser make it easier to keep in order and give a better appearance. Of course we have already learned that too many things on the dresser make it look cluttered.

Shades and curtains should be adjusted in such a way as to give an appearance of good order and to give the amount of light that may be desired.

Sometimes our wastebasket needs to be emptied daily. The contents may be placed in a larger basket in the basement or in a trash burner in the yard away from the house. The wastebasket is then dusted and returned to the room.

With this care, our room will appear well and we will enjoy living in it.

TO DO IN CLASS

1. List the things you do to care for your room each day.
2. List the steps for some daily job in the care of your room other than making a bed.
3. Keep track of the time you spend giving your room needed daily care.

8. What weekly and seasonal care shall we give our room?

Each household seems to have a time set aside each week when there are special tasks to do. For many of us that time is Saturday, when we are home from school and have more free time. We can carry our home responsibility by giving our room and closet a thorough cleaning. Such a cleaning means sweeping the floor and rugs; dusting floors, woodwork, furniture, and ornaments; and wiping the mirrors and windows. Perhaps the curtains may need to be dusted. However, this is difficult for a schoolgirl to do by herself, especially if her curtains must be taken down to be shaken and hung on the line.

The steps in sweeping a wood floor and rugs are the same as those we followed in the unit on "Sharing in the Care of the House," on page 53.

Dusting floors and woodwork and furniture is discussed in the same unit on pages 53–54. Now that we know the steps in these tasks, we can try to improve our skills and shorten the time they have taken earlier.

The bed should be made up with fresh linen each week. When the mattress is stripped ready to be remade, we should turn it, with the help of some older member of the family. This equalizes the pressure which sleeping on it has caused, and helps prevent sunken places in it.

The dresser scarf and the table covers should be changed once each week.

Combs and brushes should be cleaned weekly. The steps in cleaning combs and brushes are as follows:

1. Put a few drops of ammonia or two or three teaspoons of borax in a bowl of warm water.
2. Dip the brush up and down in the solution.

3. When it is clean, dip it in clear, warm water in order to rinse it thoroughly.

4. Shake out the water and put it on a flat, warm place to dry.

5. Soak the combs in warm ammonia or borax solution. Rub the solution on each comb with a soft cloth or a stiff cleaning brush.

6. When clean, rinse in clear, cold water. Dry.

Magazines, books, and such ornaments as vases and candlesticks require care. They must be dusted often, cleaned, and put in the right place. Magazines, books, and ornaments that are dirty and in disorder are anything but pleasing. They give a poor impression of the owner and destroy the feeling of rest the room can give.

Books should be wiped with a soft, clean cloth at least every two weeks. Some vacuum cleaners have a special attachment for cleaning books, which may be used in preference to wiping with a cloth. Several times a year the books should be opened and the dust brushed out. When this is done, the shelves should be thoroughly dusted and wiped or washed if necessary before the books are returned to them.

Magazines are cared for in the same manner as are books. Frequent, if not continual, attention needs to be given the magazines and books which are lying on tables or are in racks, if they are to be kept in order.

Ornaments should be dusted and wiped just as frequently as the furniture. If we have a collection of a hundred or more tiny dogs, elephants, or pitchers, this is no small task. Vases, china, and glassware should be washed once in a while if they can be washed safely. Pictures should be dusted weekly. In the thorough cleaning of the house the pictures are taken down and thoroughly wiped, both front and back frame and glass.

There is additional care to be given our room seasonally or at long intervals, which we can hardly give by ourselves. This care includes washing windows, curtains, bedspreads, pillow covers, and dress covers; polishing furniture and fixtures; waxing floors; and cleaning the bedsprings.

TO DO IN CLASS

1. Make a plan for caring for your room weekly; seasonally.
2. Give the steps in dusting woodwork; give the steps in wiping windows; give the steps in dusting furniture.

9. What minor repairs may the furnishings need?

Keeping our possessions, whether clothes or furniture, in good condition is important to each of us personally and to our family. Thoughtful use and prompt attention to any necessary repairs are important in saving money and materials. There are many repairs that we ourselves can make to give added service to our furnishings.

Dresser drawers may be stubborn about opening because the wood swells in damp weather. To remedy, take the drawer out and apply wax or soap to the lower edges of the drawer.

Dresser pulls may have come loose from a drawer because the burr that holds the bolt or screw in place has worked off. To replace, hold the pull in position, then slip the bolt or screw through to the inside of the drawer. Screw the burr down securely so there is no play or motion possible when the pull is used.

Loose knobs are another common dresser nuisance. The back screw may be tightened by turning it as far as possible with a screw driver. If the screw hole has become so large that screwing will not tighten, remove the knob from the drawer and fill the screw hole with plastic wood. Return the knob to the drawer and reset the screw while the plastic wood is still soft. A drying period of 48 hours is necessary to permit the plastic wood to harden.

An electric-light cord frayed near a plug is a safety hazard and, too, may leave us in the dark just when we need light. To repair, turn the plug over, and if there is a cover, remove it. Loosen the screws that hold the two strands of wire in the plug. Pull the wire out and cut off the frayed part. Reinsert the wire in the plug, separate the end into the two strands, scrape off the insulation on the ends. Turn each strand about one of the partially inserted screws, and then turn the screw until the wire is held securely.

TO DO IN CLASS

1. Check the furnishings in your home economics room to see whether repairs are needed. Plan to make any necessary repairs.
2. Make a plan to repair some piece of furniture at home.
3. Explain any other simple repairs that you have made at home.

TO DO AT HOME

1. Try out your plans for storage space in your dresser and closet.
2. Do the weekly cleaning of your room and keep a record of the time

needed to do it well. Make a list of the successive steps in the work. Can you improve the process in any respect?

3. Plan and rearrange the furniture in your room and compare the result with the original arrangement.

4. Plan and rearrange the top of your study table and dresser.

5. Plan a new color scheme for your room.

8

Making and Keeping Friends

If we were to look up the word *friendship* in the dictionary we would find the definition worded something like this: "Friendship—mutual liking, esteem, or regard; being friends." In order to keep a friendship vital and significant, there must be a joint understanding of what it means to be a friend and a joint willingness to put forth the necessary effort to achieve the desired goal. The willingness to think of *thee* as well as of *me* is likewise essential.

Emerson warns us that "Our friendships hurry to short and poor conclusions because we make them of the texture of wine and dreams instead of the tough fiber of the human heart. Too often we aim at a swift and petty benefit, to a sudden sweetness. We snatch at the slowest fruit in the whole garden of God which many summers and many winters must ripen. The end of friendship is for aid and comfort through all the relations and passages of life and death. It is fit for serene days and graceful gifts and country rambles but also for rough roads and hard fare and shipwreck."

1. Why do we want friends?

Having friends is very important to all of us. We all need friends—"persons to whom we are attached by esteem and affection." People speak with pity of a friendless dog; the state of a friendless person is much more sad. Some of us have experienced some part of the loneliness of being without friends at one time or another. Our family may have moved to a new town where we knew no one. We saw other girls

Woman's Day

Friendliness and good sportsmanship help us to make firm friends.

pass by in two's or three's, laughing and chatting. Perhaps they paid no attention to us, and we became homesick or "friend sick" for the familiar streets and friends of our old home.

For the moment, we wanted friends more than anything else in the world. We needed their interest and companionship. We may have run quickly to our mother or father and found ourselves partly comforted by the loving attention shown us. If we were very shy, we may have tried to make the love of our family fill its own place in our life and also fill the empty place caused by our lack of friends. Some girls and boys do this. It saves them from the hurts of possible cold treatment and disappointments in friendships. However, using our family to take the place of friends is not a good idea. Girls and boys who do this seldom fully "grow up." They remain "mothers' babies."

The persons who do without friends are never fully happy, nor do they get the most out of life. In the heart of each of us there is a strong desire for friends. Why do we want friends? It might be easier for us

H. Armstrong Roberts and Camp Magawicka for Girls

Through friends we come to have interests in many things. Outdoor sketching is among the many hobbies we may develop and enjoy with friends.

to tell why we want a certain person as a friend. Suppose we start that way and give the reasons why we desire Mollie or Sue for our friend. We might say, "Well, I want her as a friend because she likes me and thinks I'm fine. I can trust her, she gives me courage, she is always seeing something new, and she is such fun to be with!"

Stated just a little differently, these are among the reasons why we all want friends, whether we are schoolgirls and schoolboys, college students, or white-haired businessmen. Being liked by someone makes us feel worthy. Even a little child feels the need of the esteem of others and of being highly valued by them. As one grows older, this need for esteem grows, and with it the need for friends.

Being able to trust another person adds to our sense of security and safety. When the whole day seems to go wrong, when we have slipped on wet stones, tripped over sticks, and been hurt by schoolmates, it is comforting and deeply satisfying to have a friend who understands and can be depended upon to give sympathy.

We want friends because they give us courage. We may have heard a speaker say, "I would never have had the courage to go on had it not been for my friends." Explorers, scientists, statesmen, and musicians all

have found the encouragement of friends to be at least part of the reason for their continued struggle and success. We want a friend who is "always seeing something new." We all want friends because they help us to see things in the world about us. Through friends we come to have interest in many things. One may interest us in crafts, another in stories, another in music, and still another in flowers and trees. They give us their eyes and we see things we have missed before.

We want friends because they are "fun to be with." They share with us their joy in living. Have we not all had friends who could make a hike over the hills seem an exciting adventure, and a trip to the grocery store an amusing journey? We want friends, then, because they bring color and fun into daily living.

Most of all, perhaps, we want friends because we have the capacity for loving. If we are to grow, we must use this as we use our capacity for seeing or walking. If we are not to waste our love on ourselves, we must have friends for whom we can feel admiration and affection.

TO DO IN CLASS

1. Give other reasons for wanting friends than those given above.
2. Describe the kind of a picture each of these statements brings to your mind: "Everyone loves her." "He hasn't a friend in the world."
3. Share with the class two poems on friends or friendship that you enjoy.

2. What qualities help build real friendships?

Jean was talking to her aunt, whom she had not seen for several months. She told about her new books, her schoolwork, and her music lessons. Then her aunt asked, "Do you still have Bess for your chum?" Jean replied, "No, I don't like her very much any more. She just didn't wear well." In friendships, as in hose or shoes, the matter of "wearing well" is important. It depends on whether or not certain qualities are present. Although the person appears ever so attractive, if these important qualities are lacking, an effort at a friendship with her just will not "wear well." It will be soon ended, usually with some hurt to one or both persons. The shortest possible statement of what is important in friendships *that wear well* is shared confidence, shared understanding, and shared love.

What gives us confidence in another person? No one word will cover the whole matter. Confidence is placed in one who is honest,

Camp Magawicka for Girls

Shared enthusiasms and interests form the basis for many friendships.

truthful, loyal, and reliable, and has self-control. If a person has these qualities, she will be one whom we can safely trust.

Perhaps we have known a girl who had all these qualities, but still we did not wish her for a friend. We seemed to have little in common. We had no *shared understanding*. To build a shared understanding one must be appreciative, patient, and thoughtful. One must have sympathy and be a good companion; and last, but not least, one must have a good sense of humor. A girl who has all these qualities may be great fun, but if she lacks honesty and loyalty, there would not be much chance of building a real friendship with her. The first time we needed to count on her, she might fail us. We need both confidence and understanding and a mutual respect for these qualities if the friendship is to last.

Shared love is more difficult to analyze. We know quite well that sometimes our heart goes out to some other person. We find it easy to like her, and look forward to a real friendship with her. As time passes and our acquaintance deepens, the attraction and respect change to affection, and we have a friend.

In the same way, sometimes we feel a dislike for a person from the first, much as was felt toward Dr. Fell in this rhyme:

I do not like you, Dr. Fell.
The reason why I cannot tell.
But only this, I know full well
I do not like you, Dr. Fell.

If we find nothing to share with a person, it will be difficult to develop a liking. However, we may cheat ourselves out of interesting acquaintances and, perhaps, friends, if we follow our first impressions. Certain qualities lie too deep to be seen at first meeting or in brief encounters.

It is well to remember that we must bring to a friendship the qualities we seek in our friend. There is an old saying, "One finds what he brings." Perhaps there is no person who is wholly truthful, wholly loyal, or wholly unselfish all the time. There are many people who have grown to be more truthful, more loyal, and less selfish, just as they have grown in height and learning year by year. If we value these qualities ourselves, we will choose for our friends persons who feel as we do about them. Then our friendships will help us all to grow.

TO DO IN CLASS

1. List the qualities you like or desire in your friends. Check these with yourself and see how many of them you have.
2. Name qualities that you think will prevent the building of real friendships. Do you have any of these qualities? If so, what can you do about it?
3. Decide to what extent a real friendship can be built if one of the persons is domineering and selfish.
4. Find a story about friendship and retell it to the class.

3. How shall we choose our friends?

Choosing something and being sure that we will be satisfied with our choice is a difficult matter. We may puzzle quite a while over the choice of a handkerchief or a hat. Before we spend our cash for it we can see the color, inspect the material, and check in several ways whether it is suitable, durable, and desirable. Even then we are sometimes disappointed in our choice. Choosing friends is even more difficult. There is no way in which we can determine the personal qualities of another girl to know surely that she is suitable, durable, and desirable as a friend. However, there are certain points which may serve as our guides when we choose friends.

We should choose friends who have the qualities already discussed as important in friendship. Few, if any, persons are 100 per cent honest, loyal, sincere, and so on through the list of qualities we discussed. Many, if not most, people are interested in possessing these qualities. We want to choose our friends from the group to whom these qualities are important.

We tend to choose as our friends persons who have the same interests that we have and like to do the same things that we do. If we have never studied music and know too little about it to find it interesting, we may be bored by a person whose only thought is of music. If we are bookish,

The Philip Lesly Co.

Shared rhythm is a meaningful experience in group membership.

we may find little to share with the person who never reads and never thinks. *Sharing* is really the secret of a successful friendship, and if we have nothing to share with another person in interests and activities, a friendship can scarcely grow between us. Fortunately most of us have not one but many interests, so there are many possibilities of making contacts that may lead to friendships.

Personal standards should be considered in choosing our friends. You may quickly reply, "Oh, I would never choose as a friend a girl who had poor standards of cleanliness, dirty nails, and hair not combed. My friends must be neat and clean." It is easier to see low standards in the care of the body than it is to see low standards of thinking and living. Yet the standards we hold for thinking and living matter most in making a person a good friend. We want our friends to be clean in body and mind. We know the person with low standards has little to share.

In choosing friends, we should seek those who want to *share*, not those who want to boss us or lean on us. If we can find sharing friends, there will be growth for us all. If we have a bossy friend, we almost become "things" for her to manage instead of sharers with her in plans

and activities. If we have a "leaner" as our friend, we are likely to tell her what to do and what to think. So, we ourselves may become bossy. Such friendships do not help us to grow. We should choose as our friends persons who will *share* with us so that there will be equality in our relationship.

TO DO IN CLASS

1. Consider two or three of your friends, and write for each an account of how you and she came to be friends.
2. List the ways by which you may judge whether a person has made the right choice of friends.
3. Give examples of a good choice of friends and of a poor choice.

4. How can we make friends?

In a school one day a shy, lonely girl watched her classmates go to the game room by two's or four's, chattering merrily on the way. She made one or two slight efforts to get into one of the groups without success. At last she went to the teacher in charge and said, "Can you help me? I'd like to be friends, too, but I just don't stick." Many of us are like her. We would like to find a way that would help us to "stick" in making friends. We may think it would be fine if we could find a short cut or a magic way of drawing friends to us and holding them there. This might be possible if we were magnets and other people were bits of steel. However, friendships are between live people, not between magnets and steel. In the making of them, nothing is more important than consideration of people as people.

A girl who has many friends suggests the following qualities as important in making friends:

Be sincere and trustworthy. Real friendship is impossible unless we can trust one another. Trust goes when we find we have been deceived. Deceit and double-dealing soon are discovered and the double-crosser is held off at arm's length by people as a protection from her. Not only

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We should choose not one friend but several. Many girls limit their chance for comrades and growth by having only one person with whom they share their interests and activities. This is much like climbing a hill and looking at the view only in one direction. It may be fine on all sides. We need to view life from various angles, through the eyes of many friends.

The Toni Company

A cheery smile is contagious and soon is reflected in a widening circle of friends.

does the friend who has been deceived become wary of her, but others as well. On the schoolground we sometimes hear words like these: "Well, I told her I wouldn't tell, but I'll tell you." "I said I'd go with her, but I'll tell her that mother kept me in; I'd much rather go with you." This is cheating, isn't it? When one cheats all the time, soon her word means nothing to her or to others. Then her friendship also means nothing to others.

Be kind and generous in speech and thought. Unkind words have a way of being repeated, added to, and emphasized so that their hurt goes on and on. Said in a careless and thoughtless manner, they are often repeated as if they were reasoned thinking. We all need to remember the warning of the poet, Will Carleton:

> Boys flying kites
> Haul in their white-winged birds.
> You can't do that
> When you're flying words.
> Thoughts unexpressed
> May sometimes fall back dead,
> But God, Himself, can't kill them
> When they are said.

Saying pleasant things isn't enough; we must think pleasant things. What we think determines what we are and what our attitudes will be. These in turn affect our contacts. Our words and our thoughts both affect our success in making friends.

Be considerate. Courtesy and consideration bring good returns, not only in building good habits, but in drawing friends to us.

Be interested in the interests of others. Having interest in the interests of others is a good way to grow in wisdom and in friends. This is very different from having interest in other people's business. This last, which is merely being "nosy," destroys friendship, while the first builds

friendship. People like to talk about their hobbies, their work, and their play. Friendship deepens as we listen. Being a good listener is said to be one of the characteristics of a friend. We must listen if we are to understand and share the thoughts of our friends and the things they are doing. Possibly we may learn to like the special interests of our friends. *Our* interest then will help us to make friends and increase our own capacity for pleasure.

Avoid boasting and pretense. Sometimes we make the mistake of bragging about our family, our home, our car, and so on, in an effort to impress our classmates with our importance. Sometimes these claims become so absurd that they amuse rather than impress. The same thing is true of reckless spending of money to make a show. People are seldom deceived by extravagance in talk or spending. They will doubt our wisdom and our training if we try to brag or spend our way to attention. We lose rather than gain friends when we rely on pretense and display.

Bring our best self to the friendship. "We will find what we bring." If we bring envy, jealousy, self-pity, and a whining discontent with life, we will not rise above that level in our friendship. If we bring generosity, happiness, and enthusiasm for living, we will make friends at that level.

TO DO IN CLASS

1. Imagine that you are the editor of a girls' page in a newspaper. A schoolgirl writes you that she is lonely and wants to know how to make friends. Write a paragraph telling her how to do this.
2. Make a list of "Do's for Making Friends" and one of "Don'ts for Making Friends." How do they compare?
3. Think of a person who has many friends. List the qualities he or she has that are responsible for these friendships.

5. How can we keep our friends?

Choosing friends is the first step, making friends is the second step, and keeping friends is the third. Perhaps it would be more nearly true to say that keeping friends includes a number of steps. To make the friendship worth while, the keeping must continue over a much longer time than is required for the making. What we will do to keep anything depends upon what it is we wish to keep. If it is money, we may put it in the bank; if it is a bracelet or a watch, we may put it in one of our boxes or a drawer; if it is a dog, we may tie it on a leash and take it

H. Armstrong Roberts

A good sport has a good time playing under the rules of the game, regardless of how the score stands.

with us. We can do none of these things with friendship. It is not a material thing that can be put away and when taken out be found the same. It either increases or decreases. It gains in strength or loses.

In order to keep our friends, then, the bond between us and them must be alive and growing. *Sharing* is important in keeping the friendship alive and growing. Sharing is not dividing something into smaller parts; rather, it is possessing and enjoying something together. That is what we want in friendship. Shared confidences, shared understanding,

and shared love all help us to keep our friends. Being true to our friends helps us to hold them. Being true to them doesn't mean agreeing with them at every point and taking their side in school squabbles. Shakespeare speaks of being true in these words:

> This above all: to thine own self be true,
> And it must follow, as the night the day,
> Thou canst not then be false to any man.

If we are true to ourselves, we will be fair and honest to our friends.

Being thoughtful and considerate will help us keep our friends. With friends, as with our family, it is important that thoughtfulness and consideration should characterize our every contact. It is easy to presume on friendship. We can all think of many examples of this. Anne and Rachel were in the school hall talking about plans for a school party, and Jane was waiting for Anne at the door. Anne suggested to Rachel that they go to the class sponsor to talk about the favors. When asked if Jane were not waiting for her, she replied, "She can wait; she's my friend." Friendship does not give us the right to be demanding, hurtfully frank, brutally rude, or unkind in our remarks and action. Ugly comments on hair that cannot be changed, clothes that must be worn, or the peculiarities of some family member are not excusable.

In China, it is believed that "keeping one's face" is necessary for living. By "keeping one's face" is meant holding one's self-respect and carrying one's head with pride. The sharing involved in friendship may give us information about our friend that, if widely circulated, might cause her to "lose face." Perhaps her clothes are all "made-overs" and the other girls think they are new. Perhaps her loved father has lost his job and the family soon must go to live with the grandmother. Perhaps

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Perhaps the most important thing in keeping friends is being worthy of them. A poet, thankful for friends, puts his desire to keep them into these words:

> It is my joy in life to find
> At every turning of the road,
> The strong arms of a comrade kind,
> To help me onward with my load,
> And since I have not gold to give,
> And love alone must make amends,
> My only prayer is "While I live,
> God, make me worthy of good friends." [1]

[1] Frank Dempster Sherman, "A Prayer," *High Tide—Lyrics of Joy,* Houghton Mifflin Company, Boston.

there is some member of her family mentally sick. If we know such facts because we are friends, we should be careful not to hurt our comrade, either directly or by causing her to "lose face."

Keeping our friends will be made easier if we constantly remember what friendship really is. We should not use our friend to keep us satisfied with ourselves. If we want her to act as a mirror in which we can see a flattering reflection of ourselves all the time, we will not be able to keep her friendship. She must be true to herself, and we should not demand that she be otherwise.

TO DO IN CLASS

1. Talk with your mother or father about some friend that she or he has had for years. Find out why the friendship has lasted.
2. Describe a great friendship recorded in history or literature.
3. Explain how observance of the Golden Rule aids in keeping friends.
4. A young man recently said, "I expect my friends to do something for me. I want no other kind." Explain his prospect of keeping friends.

6. What are causes of difficulty in making and keeping friends?

Sometimes girls are lonely, lacking friends just because there are no persons of their own age around with whom to be friends. A mountain home, far away from any neighbors, might be a happy place, and the sisters and brothers in it might enjoy playing together, but there would be little chance for them to make friends. An American girl, with her parents in South America, but lacking any knowledge of the Spanish language, would have small chance of making friends. There must be other girls and boys with whom one can talk and exchange ideas if one is to make friends among them.

Another difficulty, perhaps more common, is that we just do not know the rules of playing and being together which are accepted by the crowd we would like to be in. Sometimes our manners are different from theirs, and that holds us apart. A carefully reared southern girl, always thoughtful of her "Yes, ma'am," "Thank you, ma'am," and "If you please, ma'am," was for a long time shut out of friendships in a midwestern school because her classmates thought her "ma'ams" seemed unnatural and put on for show.

Kate, a tomboy, always one of the group in early school days, found herself left out when the class entered junior high school. Kate couldn't

Corning Glass Works

Christmas cookies are fun in the making, giving, and eating.

understand the reason for this. When her teacher inquired of the other girls, they said, "She just doesn't know anything about behaving. She is like a bull in a china shop. She wants to wrestle and scuffle even when we are all dressed up." Kate failed to keep up with the rules accepted by the group. She was lonely and lacked friends until she accepted and began to follow the rules of her school group.

Sometimes a person knows the rules of the group and follows them but has difficulty in making a friend out of an acquaintance. She is unable to trust people. Perhaps back in her childhood a friend failed her and now she refuses to trust anyone. She doesn't want to be hurt again. A child who refused to walk because she might tumble would miss much joy in living. Once a tumble doesn't mean always a tumble. This girl must be adventurous and take her chances on friends, else life will be rather flat all through the years.

Another difficulty sometimes found in making friends is that the person does not know what friendship is like or how to help it to grow. If one thinks that a friend must be an owner or a guardian, she will find her ideas are not accepted by others, and she will always be disappointed. Sometimes the difficulty in making and keeping friendships is that one or the other tries to boss or rule the other. For example, a girl was asked by her older sister where the friend was who had been always about some weeks earlier. The girl replied, "She thought being friends gave her charge of an army, and I was it—and I didn't think so." When we try to boss or rule, we forget that friendship is based on *sharing* for the equal satisfaction of both.

Most of our difficulties in making and keeping friends arise in what we and our friends are, in our failure to understand what friendship is, and in our lack of skill in expressing friendship.

The ways we may use to express our friendship include almost every means of communication that is known. The most common means is perhaps conversation. We can express our friendship in our talk. Words of affectionate regard and approval are appreciated by everyone; they bring us courage and assurance. Some girls and boys feel that such expressions are "sissy" and so are to be avoided as embarrassing. This, of course, is a mistake. Sincere statements of our pleasure and satisfaction in our friendships show strength rather than weakness.

Letters and notes are a means of expressing friendship. These can be written and sent at any time and for any purpose. In joy or sorrow, in health or illness, in success or misfortune, a letter or note seems to bring the sender to us and to assure us that friendship is not limited by distances.

Since long, long ago, even before the Three Wise Men came "bearing gifts of gold, frankincense, and myrrh," regard and affection have been expressed through gifts. Our gifts may not be so rare and costly as those the Wise Men brought, but they carry the same message. If our gifts are to express our friendship, we should remember that the important thing in giving is

Not what we give, but what we share,
For the gift without the giver is bare.

Our gifts may be either objects or deeds. As long as they are given in the spirit of friendship, they have meaning. The giving of things is the most common. There is almost no limit to the objects which serve as gifts. Gifts may be made or purchased. The great variety of articles dis-

played at the holiday season as "gifts for your chum" or "gifts for your boy friend" shows the importance of *things* in our scheme of giving.

The giving of service is common among friends. Examples of such are helping with the general housework, preparing food, assisting in the serving of meals, and caring for a small child when the need arises. Many times, giving a service is the most appropriate gift possible. When friends are moving to a distant place or going on a long journey, or when they have guests visiting in their homes, gifts of service are greatly appreciated.

In times of sorrow and misfortune, thoughtful friends may give one courage to face matters and carry on. The gift of courage is not small. It can be given only by one who has both courage and the ability to share it. No gift is finer.

Certain events, such as Christmas, Valentine's Day, birthdays, and graduation, have come to be generally accepted as times for gifts. Occasions of special joy and happiness, or of special honors and recognition for a person or family, merit expressions of affection from relatives and friends. The pleasure in such an event is always more enjoyed when we know others, too, are interested in our good fortune.

So expressing our friendship becomes a real way of adding to the joys of others and also to our own. We can say with the poet Whittier:

For somehow, not only for Christmas,
But all the long year through,
The joy that you give to others is
The joy that comes back to you;
And the more you spend in blessing
The poor and the lonely and sad,
The more of your heart's possessing
Returns to make you glad.

TO DO IN CLASS

1. Outline a program of conduct for yourself that will aid you in making and keeping friends.
2. Explain what to do if a difficulty arises in a friendship.
3. List the ways in which outsiders can influence us in our friendships.
4. Select five of your friends and suggest for each some desirable ways of expressing your friendship. Give your reasons for the suggestions you make.
5. Give examples of gifts of service that you might give to friends at Christmas time or some other special season.
6. Report an incident describing the breaking up of a friendship through the selfishness of one person; one in which kindness saved a friendship.

7. How shall we choose gifts for friends and family members?

Time and thought should be given to selecting a gift if we are to make a wise choice. The gift should be suitable for the person to whom it is to be given. Many times we choose something we ourselves want instead of considering what our friend or family member might like. In such cases, we may chance to choose a gift the person will enjoy too, or we may add another "white elephant" to her collection. Considering the tastes and interests of our friends and family members is a safe guide to a wise choice.

A gift that expresses the personality of the giver is especially nice. Whenever we see or use such gifts we recall the giver. A gift that expresses the personality of the receiver is nice too. A gift that expresses the personality of both the giver and receiver is almost an ideal one. Such gifts are only possible when time and thought are given to their selection. They are the kind that are lasting in the joy and pleasure given.

The amount of money spent for the gift should be in keeping with what we can afford. It is considered bad taste to give expensive and costly gifts. Much harm can come from such a practice, and the giving of gifts is no longer a pleasure. The amount of money spent has little or no relation to the joy and pleasure that a gift brings. The spirit that goes with the gift is much more important, as is also the ability to choose wisely.

Deciding just what we shall give is not an easy matter. Our choice of gifts will not be the same for everyone. We want our gifts to be interesting and unusual. We sometimes prefer a gift that is useful, possibly something for which the person has much need. Whatever the type of gift, we do want it to be enjoyed.

Careful planning should be done before the time of shopping. Various articles that seem suitable to the person may be listed. Shopping then is done for these. When we find what seems best for what we can afford to pay, our choice is made. One of the less busy hours of the day is a better time for shopping. If a Christmas gift is to be chosen, the earlier part of the season is the best time to do it.

Many people enjoy making their gifts. They feel that such gifts express much more of the giver than does a purchased gift. Usually the gifts we make cost less money but require more time and effort than those we buy. In planning for the making of gifts, the time we can give

to the work should be considered. Gifts that can be made in the time we have free should be chosen. Our ability in making gifts should affect our choice. We have more enjoyment in what we can do well. Trying to make a gift that is too difficult for our abilities may take away from our pleasure in giving it.

There are many gifts that we can make. We may work in the crafts and make desk sets, greeting cards, textile prints, and decorative centerpieces. We may prepare various foods, such as cake, candy, preserves, and puddings. We may use our sewing skill in making gifts such as pot holders, aprons, shoe bags, and handkerchiefs. All sorts of original and different ideas can be used. Giving gifts may be a joy and a pleasure if we make it so. Whether purchased or made, the gift should express our sincere friendship.

TO DO IN CLASS

1. Decide upon gifts that would be suitable for the members of your family.
2. Select five of your friends, including a mature person, a boy your own age, a child, and two others of your selection. Decide upon one or more gifts that would be suitable for each person.
3. List five considerations that you think are most important in choosing gifts. Put them in the order of their importance.
4. Give examples of interesting and unusual gifts that are not expensive but show thoughtfulness on the part of the giver.

8. *What gifts shall we make for children?*

Much joy and satisfaction can be had from making gifts for children. Useful and attractive toys can be made inexpensively.

DOLLS AND ANIMALS

Animals made from wash materials and stuffed with cotton or scraps of material are greatly enjoyed by children. Patterns for these can be purchased in various sizes, and if one follows the pattern guides and suggestions, a satisfactory doll or animal can be made. Our success in making a stuffed toy depends a great deal upon the care and patience we have in doing the task. When finished, the toy should be firm but soft, smooth, and free from bumps. Suitable materials to use are cotton prints, outing flannel, muslin bleached or unbleached, turkish toweling,

Good toys for children are these cuddly animals and dolls. They are made from scraps of cotton material and stuffed with cotton. Patterns that are simple to follow may be bought for the animals and dolls pictured here.

gingham, and any other closely woven material. Cotton velveteen makes a very nice stuffed toy. Old material of this kind can be satisfactorily used.

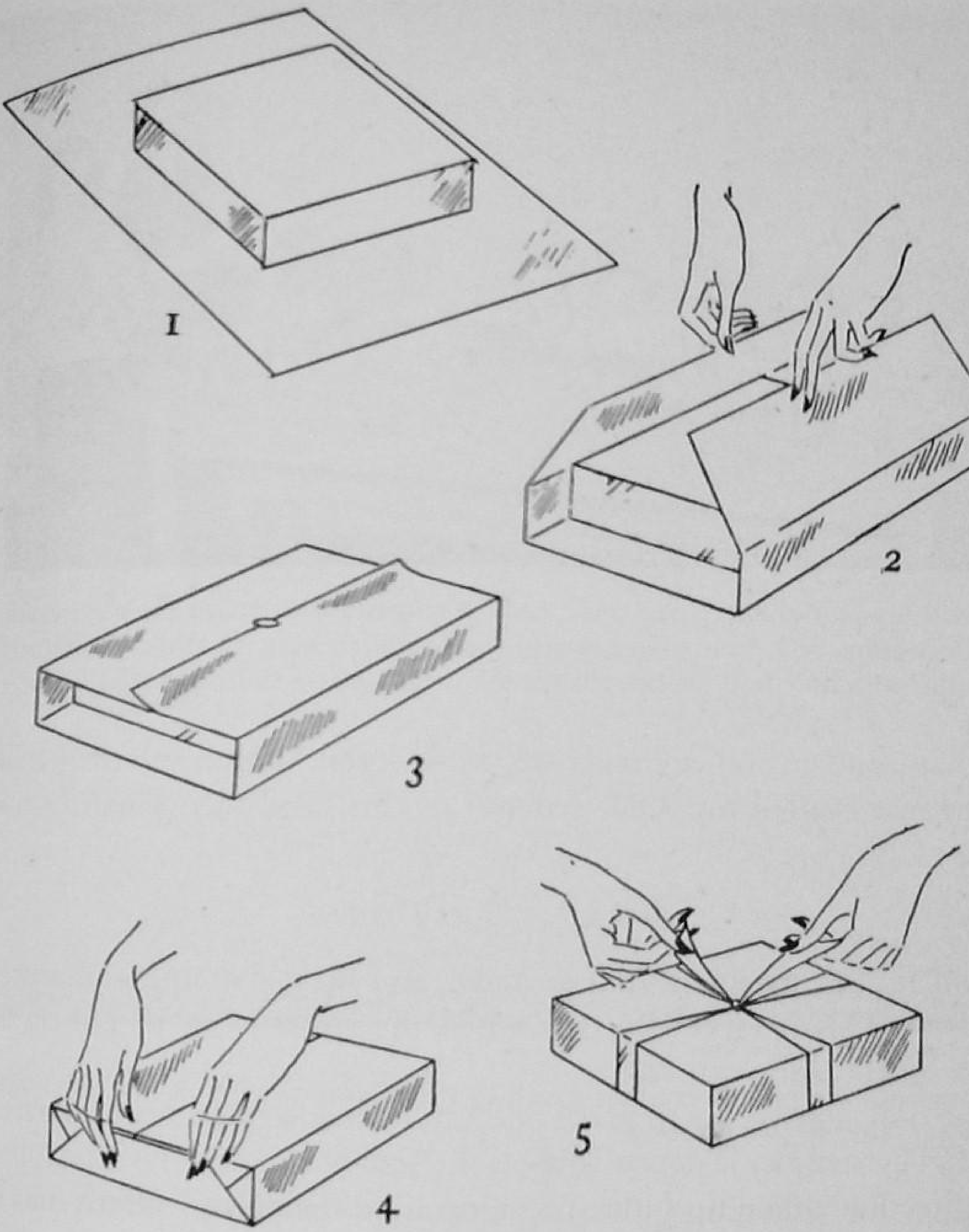
DOLL CLOTHES

Doll clothes are interesting to make, and they give much pleasure to children. This is especially true when the clothes can be put on and taken off the doll with ease.

The doll cape is easy to make and can be made from any kind of material. The size made depends upon the size of the doll. Use the following directions and adjust measurements to fit the doll for which the cape is to be made. This cape is for a doll 12 inches tall.

1. Make a circle using a radius of 4 inches.
2. From the center make a circle with a ½-inch radius.
3. Cut out the small circle. This makes the neckline.
4. Mark a center front which will be on the straight of the material.
5. Cut the center front line as marked.
6. Hem the two sides of center front with a ¾-inch hem.
7. Hem the neckline with a ⅛-inch hem.
8. Hem the bottom of the cape with a ¼-inch hem.
9. Sew a 4-inch piece of narrow ribbon on each side of center front at the neckline. These are the ties used for fastening.

Patterns for doll clothes are made by all commercial companies.



These five steps will insure a neatly wrapped package, whether the material used is simple or elaborate.

TO DO IN CLASS

1. Make a gift for a child.
2. Find out from some children you know what their favorite toys are. Report to class ideas for toys.
3. Keep a scrap bag for new and old scraps of material that might be used for making dolls' clothes or other gifts for children.

9. How shall we wrap gifts?

"Why not glorify your Christmas gifts this year?" reads an advertisement for a company that makes fancy paper and wrappings. "Dress them up and make them more alluring," it further says, offering sug-

Dennison Manufacturing Company

Beautiful wrappings can add much to the charm of gifts at Christmastime or on other festive occasions.

gestions for wrapping gifts. The idea of "dressing up" gifts is not limited to Christmas. We try to make every gift package lovely, regardless of what it is or when it is given. In the wrapping of gifts we have a fine opportunity to express original and clever ideas.

The wrapping of the gift may add to or take away from its attractiveness. A beautiful package interests us more than one tied up in an ordinary way. The pot holder, the glass of jelly, or the string of lacquered pods appears to much better advantage when wrapped attractively.

The gift itself should influence the choice of wrappings, and the two should be somewhat in harmony. Dainty and delicate wrappings should be used for gifts of this type. Sturdy and colorful wrappings are suitable for utility gifts.

The occasion of the gift should also be considered in its wrappings.

H. Armstrong Roberts

The "dressing-up" of gifts is not limited to Christmastime. We should try to make gift packages neat and attractive regardless of how simple the gift is or in what season it is given.

Emblems and colors characteristic of the occasion or season are nice to use. Christmas trees, Santa Clauses, stars, stockings hung on a fireplace, and the colors red and green belong to Christmas; hearts and cupids, and the colors red and white belong to Valentine's Day; and shamrocks, pigs, and pipes, and the color green are for St. Patrick's Day.

Too much money should not be spent for wrappings. With all the numerous and lovely things in the stores, it is easy to make the wrapping of a gift absurdly expensive. The cost of the wrapping should certainly

never exceed, and would ordinarily be much less than, the money value of the gift.

Things needed for wrapping gifts are boxes, paper, cards, ribbon, seals, paste, pins, and scissors. Before selecting the materials, the color scheme should be decided upon and the general plans should be made for the wrapping. Colors that go well together should be selected. Combinations of figured and plain materials are more pleasing than are combinations of all figured ones. Sometimes it is desirable to choose colors for the wrappings that are in harmony with the colors of the gift.

We should remember that neatness is the most important factor in wrapping gift packages. Some guides that have been found helpful are given here:

1. The box to be wrapped should be placed top down on the paper in order to have the smooth surface on top.
2. All seams and joints should come on the bottom of the package being wrapped.
3. The paper should be cut the correct size with 1-inch overlap left in the middle, and a little over half the depth of the box left on the ends.
4. The ends of the paper are brought around the box and then fastened with paste or seals, forming the bottom of the package.
5. The ends of the paper sticking out should be folded in neatly on both sides and fastened down with paste or seals to the box.
6. The box is then decorated as desired with ribbon, seals, or other materials.
7. When two differently colored papers are used for a tailored effect, they are pasted together before wrapping. The seam is then covered with ribbon.
8. Cellophane paper is used over a plain paper, usually white.

TO DO IN CLASS

1. Class divide into groups of two or three members. Bring gifts and wrappings. Plan wrappings for the gifts.
2. Wrap packages according to the plans.
3. Exhibit and judge the packages.

TO DO AT HOME

1. Try to be a better friend, yourself. Work out a plan of procedure and follow it. Make changes as necessary. After a few weeks, check yourself to find how much you have improved.
2. Plan gifts for your closest friends for Christmas; for their birthdays.
3. Make gifts at home.
4. Wrap some packages attractively.

9

When We Are Away from Home

"Away from home" on first thought means to most of us a trip to some faraway city or town. At once we think of the many interesting hours that will be spent on the train, in a bus, in a car, or perhaps a plane, watching the scenery rapidly change as we speed along to the end of our journey. Because there is so much excitement connected with our leaving and with all the things we do while gone, we forget about the daily comings and goings that take us away from home. When we go to the store we are out in the community away from home. When we stop at our chum's home we are in her home and away from ours. We go to school, to the library, and to church; and though the time spent there may be short we are "away from home." When we attend a football game, cheering noisily for our side, or when we splash merrily in the city swimming pool, we are likewise away from home. This has been described as "being away but not afar." We are more conscious of our responsibility when we are both away and afar.

1. Why is our conduct away from home important?

In the hours when we are away from home we still remain persons who live, feel, think, and act. In doing this we so behave ourselves that we are said to have this or that sort of conduct. Because these hours away from home make up such a large part of our day, our conduct during them is important. When our conduct at home and away are the same, our habits become natural and a part of us.

A friendly greeting, a calm acceptance of a slight inconvenience, and an expression of concern over some accident to another all help fix these habits of thoughtfulness and courtesy that the home deserves. In this way our life at home and away from home is kept in harmony and made to strengthen each other in our personal living. If our conduct away from home is rude, harsh, and without consideration of others, quite the opposite of our conduct as a good family member, we are brought into war with ourselves by these conflicting habits. This may make it difficult, if not impossible, for us to be happy.

When we are at home, our families may show patience and an understanding of our little weaknesses. When we are away from home, we are expected to act our age. We are not mother's baby, but Sue Jones, age thirteen. Baby tricks do not appeal to others as they may to our family.

It is important to consider our conduct away from home because it helps us to see ourselves clearly. We are away from the family and the influence of the family's opinion. No longer can we depend upon what an aunt or a parent says we should do. We must make our own decisions and accept the results. Soon we learn that back of the Ten Commandments and the rules of living advocated at home there is much human experience. "Thou shalt not steal" and "Thou shalt not covet" are not just words to be learned but facts found true through thousands of years. Our belief concerning these and our ideas as to what is good conduct are tested by our life away from home.

Our conduct away from home determines somewhat the character of our friends. An old proverb states, "A man is known by the company he keeps." If we are rude, noisy, and bad-mannered, we will attract only those who are the same. We will repel those whom we might wish to make our friends.

We are ambassadors of good-will or ill-will for our families, whether we wish it or not. Praise and blame alike are attached to the family as well as to the person. Such statements as, "You can trust all of that family" or "The Smiths never pass on unkind words" are merely ways of expressing a family code. A member of the Smith family who took part in unkind gossip would do damage not only to the person discussed and to himself but also to the regard in which his entire family was held.

Impressions about people hold far longer than we often realize. A rude act, thoughtlessly done, may persist in the minds of those who saw it long after the doer has forgotten it. Conduct should be such that if it is remembered, it shows our real selves favorably.

TO DO IN CLASS

1. Give an incident in which you formed your opinion of a person by the way you saw her or him act away from home.
2. Explain how this opinion was or was not a correct judgment of the person.
3. Write a paragraph giving the reasons why it is or is not fair to judge a family by the way one member conducts herself away from home.

2. *What are our responsibilities as guests?*

Knowing how to be a desirable guest is important to all of us. Guests have much to do with the success of the hospitality offered them. In every community there are certain persons who are always welcome guests. There are others of whom this is not true. Many things determine whether a guest is welcome.

The first responsibility of the guest comes upon receiving the invitation. Invitations should be answered at once or within a short time after they are received. Many hostesses are greatly disturbed because guests do not reply until nearly time for the party or dinner. We should never make it necessary for the hostess to inquire about our reply to an invitation. We should be reasonably sure of the nature of the function before accepting. Invitations from strangers and those to doubtful or unknown places should be declined.

The guest should fit in the group as easily as possible, whether it is made up of people younger than herself, older, or of the same age. The nature of the contacts to be made in each group may differ, but all will be enjoyed and be of value if we permit them to be. We should be courteous and polite to other guests. All of them may not be our close friends and perhaps we do not wish them to be. However, as guests, it is our duty to respect the friends of the hostess and to help her make the event a happy one.

The guest should try her best to enter into what has been planned, as long as the entertainment and the activities are desirable ones. To refuse to take part in the entertainment or to let the hostess know you are not pleased with what has been planned is rude and bad-mannered. If we cannot adjust to the group or situation happily, we had better excuse ourselves as graciously as possible and depart. If we find it difficult to adjust to groups made up of people other than our own friends, we should busy ourselves with the matter of "growing up." We cannot

go through life with a closed circle of friends without doing great harm to ourselves.

Respect for the hostess should be shown at all times. Accepting an invitation means that we will be courteous and will show proper regard for the use of her home and furnishings. The mother of a thirteen-year-old daughter not long ago made this remark: "Mary Jane may have no more parties. Her guests are perfect 'ruffians.' They are the worst-mannered youngsters I ever saw. They respect neither people nor property and assume no responsibility as guests."

The dress of the guest should be suitable for the type of function, the group, and the locality. The guest places herself at an unnecessary disadvantage if she is dressed very differently from the other guests. To be the only one wearing a short street dress when the other guests are dressed in party dresses is just as embarrassing as it is to appear in a party dress when other guests are in school clothes.

Guests should be prompt in arriving at a function. Teas, receptions, and other events for which a range of time is given should be attended during that period. Meals, parties, and other events set for a stated time should be attended at that time. There is no excuse for being late to one of these. Guests should also stay the full time at such events as meals and parties. Unless we are convinced that the hostess does not object when the reply to the invitation is made, we should decline if we must leave early.

Guests should assure the hostess that they have had a good time. This is done by both attitudes and words. Except at large receptions, the guest should speak to the hostess before leaving. A brief, well-worded, and courteous statement of her enjoyment and appreciation of the invitation should be made. Exaggerated praise and extreme flattery are not in good taste. The hostess may feel that they are not true, and they take away from instead of adding to her pleasure. The guest should so conduct herself that her hostess will want to entertain her again.

Overnight, week-end, and longer visits require a written "thank-you" note. This is often called the "bread-and-butter" letter and should be sent at once upon one's return home. It should never be overlooked or forgotten.

TO DO IN CLASS

1. A schoolgirl recently said this: "You can't pay any attention to the rules of etiquette at a party and still have a good time." Would you agree with her? Give reasons for your answer.

2. Plan what you would say to your hostess when leaving at the end of a party or a tea.

3. Present your opinion concerning the importance of a prompt arrival at a function. What differences are there in the opinions of the class members?

3. How shall we reply to invitations?

Invitations that have been extended must be answered. Everyone should know the correct way to do this. Replies to informal invitations are given orally or are written. Replies to semiformal ones are written, using specific names in the wording instead of "I," "you," or "we." Both oral and written replies should be worded in correct English. Written ones should be properly spelled and neatly written. Black or blue-black ink and white or light-colored stationery should be used.

Informal invitations may be answered orally, either in person or by telephone, or they may be written. No matter which method is used, the reply should be courteous and friendly. Appreciation of the invitation should be expressed. The invitation given orally in person or by telephone receives an immediate answer, such as "Thank you, Mary; I shall be glad to have supper with you tomorrow" or "I am so sorry, but Mother and I are going to Aunt Jane's tomorrow evening."

Sometimes it is necessary to ask for a brief delay before giving the reply. When this is done, some reason should be given. A reply of this type then is in order: "May I give you an answer tomorrow morning? Mother and I have been considering going to the concert. I must see first if our plans can be changed."

In accepting an invitation orally, it is well to repeat the date, the time, and the place, especially when the invitation is given over the telephone. This affords a check on possible mistakes. One should always make a written note of the invitation unless the event occurs within the next few hours. It is so easy to forget, and all sorts of difficulties may arise.

Informal replies that are written should be cordial and friendly. These are examples of written informal replies:

Dear Ruth,

I am happy to accept the invitation to your party, Wednesday night at eight. I am looking forward to meeting your cousin Ann. I have heard so many pleasant things about her.

Sincerely yours,
Marybelle

Dear Helen,

I am sorry to tell you that I cannot spend the week end with you. Some friends from New England are coming for a visit and will arrive during this time. My last visit in your home was so delightful that I feel cheated in not being able to come this time. I am thinking of what I will miss.

With regrets,
Betty

Dear Margaret,

I shall be pleased to have dinner with you Thursday evening. It will give me a grand opportunity to hear all about your trip. I hope you haven't forgotten a single thing.

Your friend,
Luella

The form and wording of the semiformal invitation suggest the form and wording of the reply. The third person is used, as in the invitation. However, friendliness and cordiality may be expressed even though the more intimate forms "you and I" are not used.

The two examples that follow illustrate the form and wording that may be used in a semiformal reply.

Miss Mary Moore
accepts the kind invitation
of Miss June Roberts for
Friday, January 6
8 P.M.

Mrs. John Greene regrets
that illness prevents her
acceptance of the kind invitation
of the Future Homemakers of America to their
Mother-Daughter Dinner
Tuesday, March 10, 6:30 P.M.

A semiformal tea generally requires no reply other than attendance. Many guests, however, follow the thoughtful practice of informing the hostess if they cannot come. It helps her in making her plans, especially if the guest list is not large. When this is done, either a semiformal regret card is written, or a personal note is sent. Here is an example of the semiformal card of regret:

Miss Frances Hibbs

Regrets

Tea and Exhibit

Friday, March the first

The "thank-you" or "bread-and-butter" letter is longer than a reply to an invitation. It is always informal in nature because it is very personal. It should express sincere appreciation for the hospitality offered, as this one does.

Dear Jane,

I arrived home about six-thirty yesterday. Father met me at Burlington Junction and we had a pleasant ride home over the hill road. All the way I had much to share with him as I told him of the wonderful time I had in your home. He laughed and said that if the visit had been much longer he might never have had his daughter back.

You had so many things planned. Everyone was most thoughtful of me. Thank you for everything. Now please do visit me soon. Give my regards to your Aunt Bell and your Uncle Will.

Sincerely yours,
Margaret

Extending an invitation is extending an honor. It should be so regarded by the person receiving it. An invitation should be accepted only when you can do so honestly and with appreciation. If this is impossible, a regret is far better in every way.

TO DO IN CLASS

1. State an acceptance that you would give orally in person to an invitation for a theater party.
2. State an acceptance that you would give over the telephone to an invitation to a picnic.
3. Write a reply to an informal invitation to a Sunday evening supper.
4. Write a reply to a semiformal invitation to an evening party.
5. Write a "bread-and-butter" letter to your hostess after a week's visit in her home.

4. How shall we act in other people's homes?

Our manners when we are in other people's homes should be an expression of our best selves. We should be courteous, polite, and thoughtful of others. This means that we should remember to use "Thank you" and "Please" frequently, and to observe such manners as rising when older persons come in the room, standing aside for them to pass, and waiting for others to go first. We should also avoid being loud or noisy, for this behavior is as out of place here as it is in our own homes. We should make our conduct such that no matter how short or how long the stay, our hostess will be pleased to have us again as a guest.

Courtesy and consideration should be shown all members of the family, even though we regard ourselves as the guest of only one member. If we are staying a day or more, it is well to give some time to each family member unless we have reason to think that this is not desired. Much as we may enjoy reading, we should not keep our nose in a book all the time. We should offer to assist with small home duties, such as setting and clearing the table, drying the dishes, and dusting a room or two. By all means, we should make our bed and keep our room in order.

Our clothing, rubbers, galoshes, shoes, coats, hats, as well as dresses and underwear, should be put in the proper places. The disorder created by a careless guest who strews her things everywhere may be most disturbing. All toilet articles should be kept in a neat and orderly condition. We should wash the tub and lavatory after each using, and hang the towel and washcloth in their proper places.

We should do our best to follow the customs and habits of the home. Seldom do any two families have exactly the same habits and customs. We should be at meals on time and accept the food pleasantly. We should come in at night at an hour agreeable to the family and take part happily in those activities which are approved by the family.

We should do nothing that would be considered snoopy. Trying to pry into other people's affairs is rude and never well received.

We should avoid helping ourselves to things unless definitely invited to do so by someone in authority. The guest who raids the refrigerator or pantry for food soon wears out her welcome, as does the one who helps herself to soap, perfume, and other toilet articles not specifically made available for her use. Even less appreciated is the guest who raids clothes closets and wears other people's clothing. Using the stationery,

postage stamps, and postcards of the hostess or her family members is another bad practice. Likewise borrowing money is never a good thing to do, no matter how small the amount. If such help is absolutely necessary, we should pay the debt promptly and express our appreciation of the kindness.

Visiting friends whose parents are away from home for even as much as two or three hours is not wise unless a chaperon has been provided. Many difficult situations have resulted when no responsible adult was present. If a proper chaperon is lacking, we should excuse ourselves and leave as soon as we can do so gracefully without making a scene or disturbance.

TO DO IN CLASS

1. Recall someone that you like to have call or visit in your home. Write the things that she does which make her a pleasing guest.
2. List some habits and customs in your family that a guest would have to understand or follow.
3. List some things that a guest should avoid doing. What might be the results if she did do them?
4. Give an example of an unpleasant situation which might happen with a group of young people when in a home or other place with no chaperon or adult person present.

5. How shall we act at school?

The standard for our actions at school should be the same as that for our conduct at home. This is much easier said than done. We are in contact with many people at school. They come from a variety of places and from many types of homes. Some are wealthy; some are not. Some homes emphasize desirable personal conduct, manners, and social forms; some do not. Because of these differences there is not the common sharing of standards which we have in a home. Some of the people must learn the accepted standards for conduct at school; others must maintain the standards they have; all must share in the life and conduct of the whole school group. Here individual and group actions are both important.

The standards for our personal conduct should be high. A safe rule is to act at school as we would in our own homes, that is, if our standards of conduct at home are high. Regardless of what anyone else does, we should keep in mind that good manners are good manners no matter where we are. They should be observed in our contacts with our teach-

Clara Lee Cone

These FHA girls make their school more attractive as a chapter project.

ers and classmates. "Thank you" and "Please" and other expressions of natural courtesy are terms that should be used frequently at school just as they are at home.

Standards for group conduct are often more difficult to maintain than are those for personal conduct. People do not always behave the same in a group as they do as individuals. Sometimes the mob spirit asserts itself and then the standards that have been accepted by individuals are thrown aside. When this happens, the person acts more like a beast than a human being, and the conduct of the group becomes of the worst type.

The established rules and customs of the school should guide the individual and also the group. Many schools have adopted creeds and codes of conduct as standards and guides for the actions of their pupils. Perhaps your school has such a code. Organizations, too, have codes. Three of the most widely known of these are the creed of the Future Homemakers of America, the Girl Scout Laws, and the Camp Fire Girls' Laws:

CREED OF THE FUTURE HOMEMAKERS OF AMERICA

We are the Future Homemakers of America.
We face the future with warm courage
And high hope.
For we have the clear consciousness of seeking
Old and precious values.

For we are the builders of homes,
Homes for America's future.
Homes where living will be the expression of everything
That is good and fair.
Homes where truth and love and security and faith
Will be realities, not dreams.

We are the Future Homemakers of America.
We face the future with warm courage
And high hope.

The Girl Scout Laws

1. A Girl Scout's honor is to be trusted.
2. A Girl Scout is loyal.
3. A Girl Scout's duty is to be useful and to help others.
4. A Girl Scout is a friend to all and a sister to every other Girl Scout.
5. A Girl Scout is courteous.
6. A Girl Scout is friendly to animals.
7. A Girl Scout obeys orders.
8. A Girl Scout is cheerful.
9. A Girl Scout is thrifty.
10. A Girl Scout is clean in thought, word, and deed.

The Camp Fire Girls' Laws

Seek beauty.
Give service.
Pursue knowledge.
Be trustworthy.
Hold on to health.
Glorify work.
Be happy.

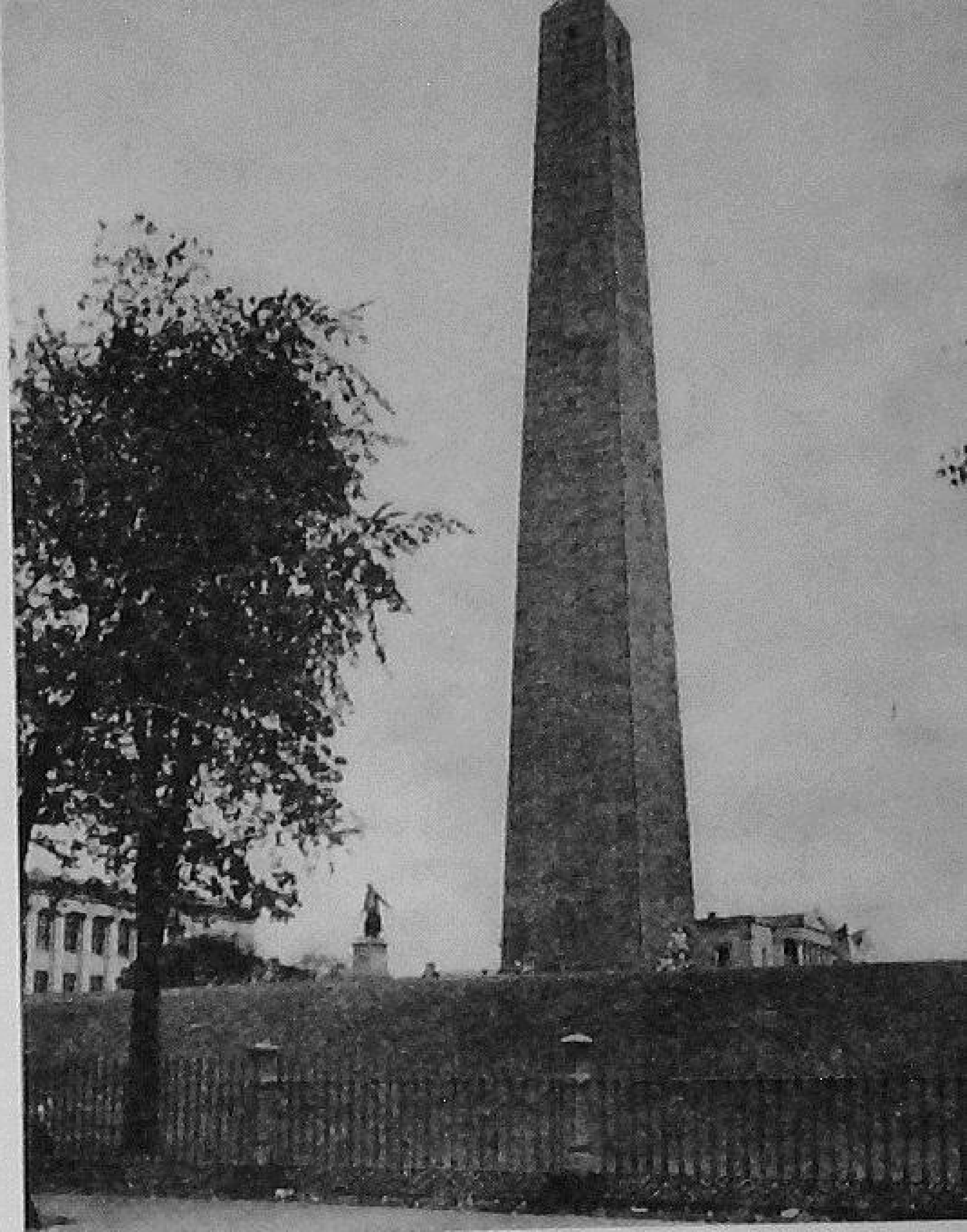
Whether a leader or a follower, how we act at school and in school groups is important to us. Of course a leader has more responsibility for group conduct than has a follower, but both are responsible for their

Every pupil should respect school property and give proper care to it. The school belongs to the community and everyone has an interest in it. Therefore, we all should do our best to keep the building and equipment in the best of condition. The finest school buildings in the world have been built for the girls and boys of our country. We should show our appreciation by helping to keep them in excellent condition.

own individual actions. To be remembered as a kindly, well-behaved, and well-mannered person at school who worked well with others is a worthy goal for us all.

TO DO IN CLASS

1. Write a code for the actions of your class.
2. Make a list of "don'ts" for your actions at school.
3. Name specific ways in which your conduct at school differs from your conduct at home.
4. Give examples of good conduct at school that you have seen in the past week; give examples of bad conduct.
5. Give suggestions for having more desirable school conduct in the future.



Kansas Teacher

Visits to national shrines such as Bunker Hill Monument take us into public view.

6. How shall we act in public?

Our actions at home and at school tend to be much the same each day. We know many of the contacts we will have and whether or not they will be pleasant. Of our public contacts we are not so sure, for they vary so much. This uncertainty may affect our conduct. We are somewhat outside the influence of our home and family, as well as that of our school and classmates. We must all make decisions almost constantly in regard to our conduct.

The first person we meet may be a crippled old man; the next may be our father's business partner; then a toddler of uncertain step, pursued by his anxious mother, may cross our path.

A parade may pass, with the flag waving proudly and the band playing loudly. We may stop at the grocery store, at our mother's request, to return some purchase that was not satisfactory. We may take the streetcar or bus home and find in the rush hour that vacant seats are few. If we obtain one, we must soon decide whether to give it to an elderly woman or just look out of the window as she sways clutching the strap.

If in our trip downtown we go to a show, we must decide whether

Southwest Daily Times photo, Liberal, Kansas

Courtesy and consideration should characterize our contacts in the city library as well as in faraway places.

our pleasure in eating freshly buttered popcorn should prevail though we annoy those near us. We must decide whether our enjoyment in explaining in loud whispers what is happening on the screen is worth the disturbance it causes others. If in the rush our ticket was not collected, we must decide whether it is right to turn it in or to use it at a later show. As we leave the show, we may be pushed or crowded by the milling crowd. We must decide whether we will elbow just as hard, speaking hatefully of the people about us, or whether we will be polite and refuse to add to the pushing and bad manners of the crowd.

It may be that a classmate calls to us loudly from across the street, attracting everyone's attention. We must decide whether we will respond in kind or merely wave a friendly greeting.

These descriptions indicate the wide variety of situations in which we may find ourself, even in the brief time of an hour or so. Our public conduct, then, is the sum total of all our responses to these and similar situations.

How we act in public is important both because of its effect upon us and its effect upon others. If our public conduct shows self-respect,

The Philip Lesly Co.

In glee clubs, as in life, the "knowing how" and the "doing so" determine our satisfactions.

personal honesty, consideration of others and of accepted social customs, and regard for a given situation, it can well be called *good,* both for ourself and for others.

General rules for public conduct have been established. These vary with the function, place, and community. People should be quiet and give attention at church and at concerts; they should not keep others from enjoying the services and the musical programs. At football games much freedom is allowed. We are expected to cheer, shout, and have a more or less noisy time.

All of us should know the rules for conduct and follow them without being a slave to them. If we are not certain of the established custom, we should ask others who may know, or stand back and observe for a short time and then do as others are doing, or do as we would in a similar situation at home.

Certain kinds of behavior are generally held to be offensive to others and so are said to be "bad manners and in poor taste." Such behavior is to be avoided. Some of the most common of these offenses are given here.

THINGS TO AVOID

- Talking loudly
- Manicuring in public
- Combing hair in public
- Powdering one's nose in public
- Picking one's teeth in public
- Putting fingers in one's nose or ears
- Yawning without covering the mouth
- Chewing gum in public
- Not being courteous to older people
- Questioning the fairness of an award
- Staring at people rudely
- Spitting
- Coughing without covering the mouth
- Putting one's hand over one's mouth when talking, laughing, or eating
- Kissing on the street or in public places
- Walking in front of people
- Criticizing food
- Calling across the room or across the street
- Talking to one of two persons and ignoring the other
- Overdressing
- Making vulgar display of self on the beach
- Sniffling instead of using a handkerchief

Thoughtful consideration of our manners will help us to avoid these behavior faults and will aid us in becoming gracious, courteous kindly persons, able to be truly "at home away from home."

TO DO IN CLASS

1. Tell why this statement is true or untrue: "Good conduct in public means no fun."
2. Suggest for a schoolgirl some rules for her actions at church; at a basketball game; at a movie theater; at a lecture.
3. Describe briefly good conduct on a bus; at a school carnival; at a musical recital; and at an FHA convention or conference.

7. How shall we act when traveling?

We are great travelers in this country, going by streetcars, automobiles, buses, railroads, and airplanes. These have all been made so comfortable, convenient, and attractive that traveling is a great pleasure. No matter what the mode of transportation, good manners should be shown by the traveler. She should not make herself conspicuous, and she should avoid being loud, noisy, or rude.

The traveler should be as well poised as possible. Adequate information concerning the details of the trip help in this. Assurance that arrangements have been made for one to be met helps, as does enough

Soil Conservation Service, U. S. D. A. photo; Kansas Teacher

An airplane trip makes us see new patterns in country and city and brings us awareness of the need for courteous conduct everywhere.

United Air Lines

Traveling is fun when we know and observe rules of conduct.

money for any likely emergency, such as a delay over a meal hour or the need to take a taxi.

The traveler should plan to enjoy the trip. Her dress should be suitable and comfortable, with due regard to the weather and the mode of travel. If she is sensitive to sudden changes in temperature, she may require a wrap to wear in air-conditioned trains, buses, and hotels. She should not demand services out of the ordinary, nor should she be complaining all the time. The traveler who is selfish and unreasonable spoils the trip for herself and others.

Making the acquaintance of strangers when traveling is a bad practice. One may engage in a casual conversation with the person sitting next to her, but the discussion should not be personal, nor should a chance acquaintance go any further.

When traveling by car one should not require more than her fair share of the space for baggage. She should be willing to change places in the car, to eat at places selected by the group, and to make stops for rest as the others decide. Patience and a sense of humor are most important when traveling in a car.

The person traveling by bus should take the least possible amount

of baggage, unless she is willing to check most of it. For a trip by bus a ticket is purchased, and when the bus is called the traveler takes her seat, making herself as comfortable as possible. On a long trip the bus makes occasional comfort stops for five or ten minutes, and stops of twenty or twenty-five minutes for meals. On long trips, pillows are sometimes provided. The back of the seat can be lowered to make one more comfortable in resting or sleeping. The porter or the bus driver should be asked to assist in this at a bus stop.

When traveling by train, the traveler should check all heavy and large pieces of baggage and carry only the pieces essential during the journey. The checking is done at the baggage room after the ticket is purchased. In cities, the services of a porter can be obtained to assist one in boarding the train and in carrying baggage from the train. Fifteen cents for each bag or package is the usual fee for this service and a tip of ten cents is often given in addition.

The traveler takes her seat after boarding the train and settles herself comfortably. If one is traveling in a Pullman, the special Pullman ticket purchased in addition to the train ticket indicates the space one is to have. The traveler should plan something to occupy the time on a long train trip so that she does not become too restless. Some travelers read, knit, or play cards.

If the trip requires a night or more on the train, the traveler should plan to sleep as much as possible. In the chair car, the porter will adjust the back of the chair and furnish a pillow or two for a small fee.

If traveling in the Pullman, the traveler goes to the dressing room and makes ready for bed as soon as her berth is made up. She puts a dressing gown over her nightclothes and bedroom slippers on her feet, collects her day garments and toilet articles, and comes to her berth. She draws the curtains, buttons them securely, and turns out the light. In the morning after putting on her house slippers and dressing gown and gathering her day clothes and toilet articles, she goes to the dressing room and makes ready for the day. When she leaves the train, she gives to the porter of the sleeping car a tip of at least fifty cents a day, according to the service rendered.

Traveling by airplane involves slightly different procedures than do these other ways. Upon arrival at the airport, a porter takes the traveler's bags to the ticket desk, where these are weighed and tagged, and her ticket checked. Only a small traveling case may be carried by a person in the plane. When the time for boarding the plane is called, the traveler goes at once as directed. As she enters she gives her ticket to the

stewardess and takes a seat. In the front, just above the door, directions in regard to smoking, fastening the seat belt, and other procedures are flashed from time to time; and these must be followed in taking off, landing, and at all other times. As a rule, the price of the ticket includes meals, which are brought to the passengers in their seats. At the journey's end, the baggage is claimed at a specific place after leaving the plane. The only tipping done is to the porter who carries the traveler's baggage when arriving and leaving the airport. On the plane there is little moving around. A person sits as quietly and relaxed as possible, reading, engaging in conversation or similar activities. The stewardess is ready and willing to help in any way to make the traveler comfortable and may be called upon for this purpose at any time.

On arrival at a hotel, a porter takes the bags and the traveler goes to the room desk and registers for a room. She may ask: "Do you have a quiet room with a shower on an upper floor? What are your prices?" When she is registered, a bellboy carries the bags to the room, checks the room and its equipment, and hands her the key. She tips the bellboy for this service. When she leaves, she tips him again for carrying her bags to the hotel entrance.

The superior tourist camp or motel furnishes families traveling by automobile a most satisfactory place to spend the night. These are informal and not expensive. Many people prefer these to hotel rooms because there is no lobby through which one must pass in a disordered and soiled state; the service is simple; and one's departure is easily and quickly made.

TO DO IN CLASS

1. Describe what you consider the correct dress when traveling on a train; on a bus; in an automobile.
2. Prepare a leaflet of suggestions entitled "Do's and Don'ts for Travelers."
3. List some examples of desirable and undesirable actions of travelers.

TO DO AT HOME

Decide on a standard for your personal conduct at various places and events away from home. Follow this standard for a given length of time. Study the results.

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